



## Education and Housing Equity Project Records.

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# Beyond Busing

A Metrowide Dialogue on the Challenges of  
Education and Housing Segregation

## News from the Community Circle Project

Update #1

February, 1997

## Community Circle Dialogue, 'Beyond Busing,' kicks-off December 10, now moves to next stage

The Community Circle Collaborative officially "kicked off" December 10, 1996 with an inspiring event that filled the St. Louis Park City Council chambers with more than 100 people. This "Call to Action" to potential Sponsors drew representatives from a wide variety of organizations—including churches, advocacy groups, academia, and public agencies—as well as individual citizens who learned of the event through a supportive editorial in the *Star Tribune*.

After a warm greeting from St. Louis Park Mayor Gail Dorfman, the morning began with speeches by former St. Paul Mayor George Latimer and education expert Dr. Josie Johnson, both of whom exhorted the group to sponsor *Community*



*Circles* as a way of "moving our community."

"We must learn to *listen* to each other," emphasized Dr. Johnson.

The next two speakers—Curt Johnson, chair of the Metropolitan Council, and Yusef Mgeni, President of the Urban Coalition—went into detail about why

our region needs to confront and link the issues of housing and education.

"Our metro area faces serious challenges in growing to meet its housing and education needs," Mr. Johnson explained. "Its ability to do so equitably is hampered by fear and ignorance."

Mr. Mgeni's presentation, telling the story of urban communities that are increasingly isolated and poor, also spoke to the need for renewed dialogue, understanding, and hope.

Following these presentations, individuals representing the State Legislature, an outer-ring suburban church, an inner-ring suburban school, a nonprofit housing developer, the media, and the Minneapolis mayor's office all described why they plan to participate in a *Community Circle*.

They urged their peers to join them in sponsoring and supporting the dialogues. The event concluded with an explanation of the "nuts and bolts" of sponsoring or convening a *Community Circle*. Participants learned how *Community Circles* work, the "charge" to be given to the circles, and the project's timetable.

As the event concluded, many new Sponsors submitted their "Pledge of Participation" and began the important work of organizing a *Community Circle*.

To new Sponsors and others who attended the kick-off, "thank you!" Copies of the "Sponsor Packets" handed out at the kick-off are available.

In addition, a summary video of the event, produced by Minneapolis Telecommunications Network, will be available. For additional information, contact coordinator Dick Little at 871-8980 (fax: 871-8984).

### A Word from the Project Coordinator...

We are pleased to issue our first newsletter to participating and potential partners of the *Community Circles Collaborative*. This is the first formal update since the Kick-Off Forum in December. Since the Kick-Off, many new participants have volunteered to serve as facilitators, sponsors, resource partners and discussion participants. We welcome your ideas as the project proceeds.

This newsletter is intended to give you the information you need to proceed with your part in this metrowide dialogue project. Articles cover the upcoming facilitator training sessions, highlights of the forthcoming *Discussion Guide*, a timeline of activities, and news from project sponsors. We still need to receive pledges of participation. Sponsors also should identify facilitators who they want invited to the facilitator training.

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

Dick Little, Coordinator

Community Circle Collaborative/Education and Housing Equity Project

122 West Franklin Avenue, Minneapolis, MN 55404

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

## Training

# Facilitator Training Dates Set for February 15 and also February 20

Two *Community Circle* Facilitator Training Sessions have been scheduled to prepare facilitators for leading *Community Circles* during the months of March and April.

Trainings will take place on Saturday February 15, 1997 from 8:30 AM-12:30 PM and Thursday February 20, 1997 from 6:00-9:30 PM.

Both sessions will take place in the Marshall Room of the Christenson Center on the campus of Augsburg College. People who will be facilitating community circles are strongly urged to attend one of these sessions.

See insert for additional details, map, and registration form.

For more information contact Bruce Vandal at the Minnesota Minority Education Partnership, Inc. Phone: (612) 330-1509. e-mail: [vandal@augsborg.edu](mailto:vandal@augsborg.edu)

This newsletter is published by the *Community Circle Collaborative* to update sponsors, participants, facilitators and other interested parties.

For additional information, or to get on the mailing list, contact:

Dick Little, Coordinator  
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122 West Franklin Avenue, Suite 320  
Minneapolis, MN 55404  
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Newsletter Production:  
Steve Share/  
Community Media Services

## Discussion Guide: Sneak Preview

The *Community Circle Discussion Guide*, now in the final stages of preparation, will offer a framework for thinking and deliberating on the issues of segregation.

Modeled after the format that the National Issues Forum uses in their discussion guides, the *Discussion Guide* will begin with a Forward that will explain the purpose of the project and "the charge" that is to be presented to the *Community Circles*.

**All Circles or discussion groups will be discussing these two questions:**

■ **What are the impacts of existing patterns of job and residential segregation on educational achievements and life opportunities for families and children in the Twin Cities area?**

■ **What can or what should we, as individuals and as a community, do to enhance the educational, economic and life opportunities for all children?**

Next, the *Discussion Guide* will present an introduction to the issues of housing and education and highlight why and how these issues are connected.

In the final sections, the *Discussion Guide* will present three different, but not mutually exclusive perspectives on

### *The Community Circle Discussion Guide*



*A Resource Guide for 'Beyond Busing: a Metrowide Dialogue on the Challenges of Education and Housing Segregation'*

dealing with the problems of economic and racial segregation. These "policy alternatives" will serve as a beginning point for the public deliberation by each *Community Circle* discussion group.

The three "choices" are tentatively described as: 1) "Enrichment: Helping to Build

Existing Communities;" 2) "Personal Responsibility: a Return to Traditional Community Values;" 3) "Mobility: Creating More Choices."

The booklet will describe each option in terms of its diagnosis of the problem, prescribed programs to pursue, why this course of action merits support, and what its critics say.

The guide will conclude with a bibliography of additional sources and readings.

If you can recommend materials for use in this project and in the study guide, please contact Kristi Greenwalt, principal writer for the *Community Circle Discussion Guide*, via e-mail: [kgreenwalt@hhh.umn.edu](mailto:kgreenwalt@hhh.umn.edu)

Or, write or fax: Kristi Greenwalt  
c/o Education and Housing Equity Project, 122 W. Franklin Ave., Suite 320, Minneapolis, MN 55404. Fax number: 871-8984.

**Some of the Partners who originally helped to organize the "Beyond Busing" Community Circle Dialogue include:**

The Metropolitan Interfaith Council on Affordable Housing, The Minneapolis Initiative Against Racism, The Minneapolis Public Schools, The Minneapolis Telecommunications Network, The Minnesota Council of Churches Anti-Racism Initiative, The Minnesota Fair Housing Center, The Minnesota Minority Education Partnership, The Minnesota Public Radio Civic Journalism Project, Twin Cities Free-Net, The University of Minnesota Law School's Institute on Race and Poverty, The Urban Coalition.

**National Partners include:**

The Kettering Foundation/National Issues Forum, The Study Circles Resource Center.

## News from Sponsors

# Look Who's Joining the Growing List of Sponsors for the Community Circle Dialogue!

The growing list of *Community Circle* sponsors now includes churches from Minneapolis to Burnsville, school districts (including school board members and superintendents), housing authorities, human rights commissions, municipalities (including mayors and city council members), local chambers of commerce, neighborhood associations and a variety of community-based organizations.

In **Richfield**, for example, the School District is collaborating with the Richfield Community Council and the local chapter of the League of Women Voters to convene and co-facilitate at least two study circles.

The **City of Golden Valley** is jointly sponsoring *Community Circle* discussion groups with its Black History Month Advisory Committee, the Twin West Chamber of Commerce and the Hopkins School District.

Other partners, such as the University of Minnesota's **Newman Center** are sponsoring a speaker series on housing and segregation.

Following these presentations, the partners will extend an invitation to participants

to form a *Community Circle*.

Members of **Ascension Church** in north Minneapolis are sponsoring a *Community Circle* that will include citizens of African-American, Latino/Chicano and European/Caucasian heritage from Minneapolis, Brooklyn Park, Brooklyn Center and Maple Grove.

Meanwhile, the Interfaith Action Core Team of **St. Joan of Arc Church**, a metropolitan parish in south Minneapolis, is also forming a study circle.

Also in south Minneapolis, the Sabathani Community Center is sponsoring a circle jointly with the Central Neighborhood Improvement Association.

In cyberspace, the Twin Cities Free-Net is proposing two on-line conferencing projects in support of the *Community Circle* project.

Other groups and organizations who have "signed on" or are about to join include:

Edina Public Schools and Human Rights Commission; Minneapolis Community Education; Southside Neighborhood Housing Services; Presbyterian Church of the Apostles, Burnsville; First Universalist Church of Minneapolis; St. Louis Park Pub-

lic Schools, Housing Authority, Human Rights Commission and Office of the Mayor; Seward Neighborhood Group; Field-Regina-Northrup Neighborhood Association; Grace University Lutheran Church; Panorama Consulting and Training; Saint Paul Public Schools and Human Rights Department; Family and Children's Service, Hennepin County; Greater Minneapolis Day Care Association; St. David's School, Minnetonka; Holy Trinity Lutheran Church, Minneapolis; Whittier Alliance (Housing Committee); West Metro Education Program; United Way of the Minneapolis Area; Mediation Services (Anoka County), and City of Eden Prairie, Office of the Mayor (pending).

Individuals representing many more organizations attended the Kick-Off forum and are "part of the network."

To get involved, please sign and return the *Participation Pledge Form* on the reverse side of this page. Or, if you need more information before making a commitment, send in the form below. We look forward to hearing from you!

## Join the Community Circle Discussions!

We would be interested in sponsoring or convening a *Community Circle* discussion group!

Please send more information.

Name of Sponsoring Organization: \_\_\_\_\_

Address: \_\_\_\_\_

Name of Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

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

We will co-sponsor a *Community Circle* with the following organization: \_\_\_\_\_

We would like our *Community Circle* to be paired with a circle from another organization!

*Note:* If you plan to provide your own facilitators, please include their names, addresses, phone numbers, and fax numbers below. They will be invited to attend one of two training sessions scheduled for February 15 and February 20 (see story, page 2).

Here is a facilitator from our organization! Name: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Please match a facilitator or co-facilitator with our organization.

Return ASAP to:

Dick Little, Community Circle Collaborative, 122 W. Franklin Ave., Suite 320, Minneapolis, MN 55404. Fax: 871-8984.

*THE COMMUNITY CIRCLE COLLABORATIVE*

**PLEDGE OF PARTICIPATION FOR: SPONSORS**

**Responsibilities of the Working Group:**

1. Form partnerships with public officials, organizations, and individuals working to address housing, education, employment, and racism issues, and seek their support.
2. Recruit a broad group of Resource Partners and Sponsors to carry out the program.
3. Promote and publicize the project through the media and through Sponsor organizations.
4. Work with Resource Partners to prepare a *Discussion Guide* for the community circles and provide research support to the community circles.
5. Work with Sponsors as they recruit participants, identify meeting sites, and arrange for the details of individual community circles. When necessary, pair homogenous groups of participants to create diverse study circles.
6. Work with Resource Partners and Sponsors to organize Community Forums I and II.
7. Coordinate fundraising for the project.
8. Train community circle facilitators.
9. Draw on feedback from the community circles to prepare a report for the community.
10. Evaluate the community circles and other components of the project.

**Responsibilities of Sponsors:**

1. Become a well-informed spokesperson for the program by participating in a pilot study circle, or at least by reading through the Discussion Guide.
2. Establish one or more study circles in collaboration with the Working Group and facilitator(s).
3. Recruit between 8 and 15 people for each community circle.
4. Arrange a site for each community circle and a meeting time convenient for participants and facilitators.
5. Distribute discussion materials prior to each community circle's first session.
6. Recommend possible facilitators and recorders.
7. Promote the program by any means possible, including bulletins, newsletters, and personal contacts.
8. Participate in presentation of results of each community circle at Community Forum II.
9. Where possible, provide in-kind contributions such as child care, meeting space, and transportation (see below).

Name of sponsoring organization or agency that you represent:	
Your name:	
Your address:	
Your telephone & fax:	
Your e-mail (if applicable):	

I understand the responsibilities of Sponsors and commit my organization to this project. This commitment is based on approval from our Board of Directors, Executive Director, or other appropriate authority.

In addition, my organization can provide the following if necessary:

- Child care     Refreshments     Transportation (specify: \_\_\_\_\_)  
 Meeting space     Facilitator training     Translator(s)     Recorder(s)  
 Media equipment     Volunteers for Community Forums     Other: \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Return to:  
 Dick Little  
 Education & Housing Equity Project, c/o MICAH  
 122 W Franklin Ave #320  
 Minneapolis MN 55404  
 tel: (612) 871-8980 fax: (612) 871-8984

# Beyond Busing: A Metrowide Dialogue on the Challenges of Education and Housing Segregation

## Facilitator Training

Saturday, February 15, 1997

8:30 AM - 12:30 PM

Marshall Room, Christenson Center, Augsburg College

OR

Thursday, February 20, 1997

6:00 - 9:30 PM

Marshall Room, Christenson Center, Augsburg College

The Beyond Busing Facilitator Training is for individuals that will be facilitating one of the many community circles that will be taking place across the metro area this March and April. Facilitators can be representatives of organizations that will be sponsoring a community circle or citizens that would like to participate in the Beyond Busing project by leading a group.

**Facilitator Training Registration Form**

Please complete the following registration and return it by February 12th to:

Bruce Vandal  
 Minnesota Minority Education Partnership, Inc.  
 2211 Riverside Ave. S.  
 Minneapolis, MN 55454  
 Phone (612) 330-1509 / Fax (612) 330-1510 / E-mail Vandal@Augsburg.edu

Name \_\_\_\_\_ Phone \_\_\_\_\_ Fax \_\_\_\_\_ e-mail \_\_\_\_\_

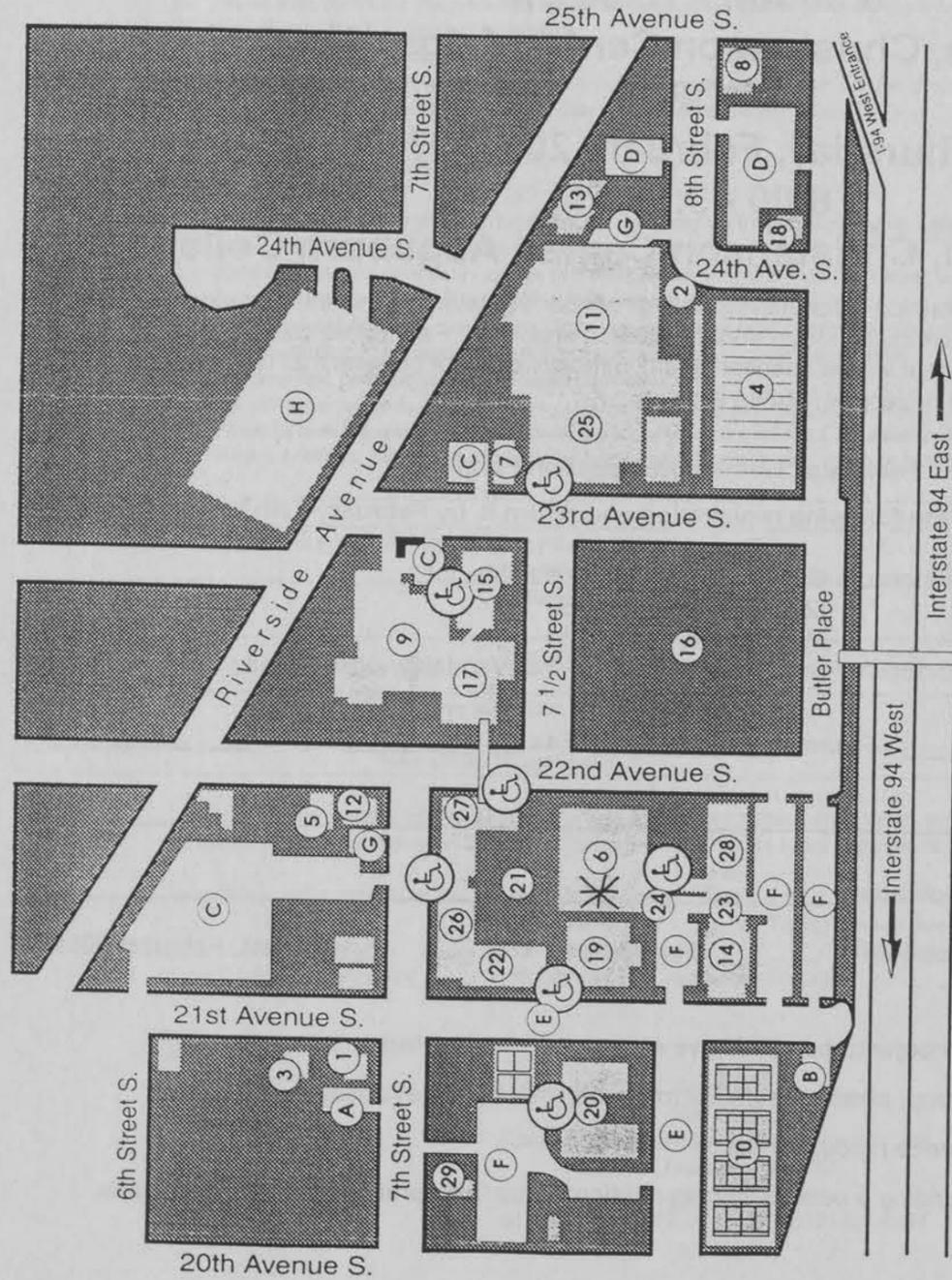
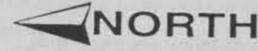
Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Sponsoring Organization (if applicable): \_\_\_\_\_

Check which session you will attend: \_\_\_\_\_ Sat. February 15th \_\_\_\_\_ Thurs. February 20th

Please Check All Apply:

- I am representing a sponsor organization and have a group that I will be facilitating.  
 I would like to facilitate a group, please assign me to a group that needs a facilitator.  
 I consider myself an experienced group facilitator.  
 I would be interested in attending a second training session where I can practice my facilitation skills.



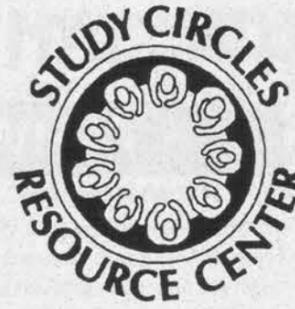
### College Map Information

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

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

### Parking Lots

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



SCRC asks you to take part in

## Beyond Busing

the first community-wide study circle program in the Twin Cities area

### Study circles in the Twin Cities

The study circle process has been used for small-group deliberation in many Twin Cities projects over the last ten years. Programs like "Minnesota's Talking," the Minneapolis Quality Schools Study, and the Minnesota Study Circle Network were among the first in the nation to use the study circle format as a way of involving citizens in addressing public issues.

### "Beyond Busing" and the Community Circle Collaborative

The Community Circle Collaborative (CCC), a multi-sector coalition of over 20 Twin Cities organizations, is poised to take Minnesota's study circle tradition one step further. Over the last year, the CCC has been planning and organizing a community-wide study circle program on the challenges of segregation in the metropolitan area. The CCC is now enlisting individuals and organizations to serve as sponsors, facilitators, or participants in "Beyond Busing: A Metrowide Dialogue on the Challenges of Education and Housing Segregation." See the attached newsletter for information on how you can get involved.

### What is a community circle?

Many study circle organizers actually use different names for their small-group process than "study circle" - citizen circle, dialogue circle, and reader roundtable are some examples. The CCC is using the term community circle. Whatever the name, the process is the same:

- A community circle is comprised of 10-15 people who meet regularly over a period of weeks or months to address a critical public issue in a democratic and collaborative way.
- A community circle is facilitated by a person who is there not to act as an expert on the issue, but to serve the group by keeping the discussion focused, helping the group consider a variety of views, and asking difficult questions.
- A community circle examines many perspectives. The way in which study circle facilitators are trained and discussion materials are written helps the group explore areas of common ground.
- A community circle progresses from a session on personal experience ("how does the issue affect me?") to sessions providing a broader perspective ("what are others saying about the issue?") to a session on action ("what can we do about the issue here?").

### What is a community-wide study circle program?

The "Beyond Busing" project reflects what SCRC has learned from study circle organizers around the country. Study circles can take place within organizations, such as schools, unions, or

government agencies. They have their greatest reach and impact, however, when organizations across a community work together to create large-scale programs. These community-wide programs engage large numbers of citizens in a community – in some cases thousands – in study circles on a public issue such as race relations, crime and violence, or education. Broad sponsoring coalitions result in strong, diverse community participation. People participate in the study circles because they see that it provides an opportunity to make an impact on an issue they care about.

#### How do community-wide study circle programs come into being?

Typically, a single organization such as a mayor's office, a school board, or a human relations commission spearheads and staffs the project. In most communities, the organizing begins when the initiating organization approaches other key organizations to build a sponsoring coalition. Most community-wide programs have 10-30 organizations as sponsors or endorsers. Grassroots organizations such as churches, neighborhood associations, businesses, schools, and clubs often take part.

#### What are the outcomes of community-wide study circle programs?

By participating in study circles, citizens gain "ownership" of the issues, discover a connection between personal experiences and public policies, and gain a deeper understanding of their own and others' perspectives and concerns. They discover common ground and a greater desire and ability to work collaboratively to solve local problems – as individuals, as members of small groups, and as members of large organizations in the community. Community-wide study circle programs foster new connections among community members that lead to new levels of community action. They also create new connections between citizens and government, both at an institutional level and at the level of parents and teachers, community members and social service providers, residents and police officers.

#### Where are community-wide study circle programs going on?

In 1992, Lima, Ohio, became the first city to create a community-wide study circle program. Since then, 26 communities have followed Lima's lead, ranging in size from Orford, New Hampshire, to Los Angeles, California. Over 100 other communities are in various stages of planning and organizing community-wide programs; the actual study circle phase of most of these programs will begin within the next year. SCRC also collaborates with a number of national organizations that are working with the community-wide study circle model, including the National Crime Prevention Council, the YWCA of the USA, the League of Women Voters, the Education Commission of the States, the National Association of Human Rights Workers, the National Council of Churches, and the Alliance for National Renewal.

# The Community Circle Dialogue: What, Who, Why, Where, When

## WHAT?

*Community Circles*, formed around the metropolitan area, will discuss the question "How does racial and economic segregation of housing affect educational achievement and life opportunities of Twin Cities families and children?"

Each community circle will be convened by a local sponsor group, will include 5-15 participants, and will be moderated by a trained facilitator or co-facilitators using a *Discussion Guide* specifically prepared for this topic.

The *Community Circles* are part of a metrowide dialogue that will bring together people from all walks of life. Each circle will be as economically, racially, ethnically, politically and geographically as diverse as possible, or be paired with other circles to assure a diversity of perspectives.

The *Community Circle* groups will begin a conversation about race and class in America, and the Twin Cities area in particular, and hopefully will discover some shared ground across these boundaries on issues of housing, jobs, and education.

Each *Community Circle* will:

- 1) Explore and discuss the extent of housing, job and school segregation in the Twin Cities area, with particular attention to socioeconomic as well as racial segregation.
- 2) Discuss the factors that drive the trend toward increasing segregation and begin to investigate our own individual and collective responsibility.
- 3) Explore the interrelationship between housing and school segregation, and the implications for academic achievement for elementary and secondary school students, as well as for life opportunities (jobs, etc.).
- 4) Explore the consequences, especially for children and families, of a society increasingly characterized by segregation and socioeconomic disparities.
- 5) Examine and deliberate on possible policy alternatives and differing ideologi-

cal perspectives for addressing these concerns.

6) Strive to develop a shared vision of what citizens want their community to be like for their children's generation.

## WHO?

The *Community Circles Collaborative* is a partnership of some 15 to 20 organizations, coordinated by the Education and Housing Equity Project, with funding from the Otto Bremer and Bush Foundations and in-kind support from the Center for Urban and Regional Affairs. The Collaborative includes organizing, resource, funding and media partners. Facilitator training and preparation of the *Discussion Guide* are among the services being provided by the Collaborative.

Discussion groups are being formed by sponsors including churches and synagogues, school districts, housing agencies, human rights commissions, cities, neighborhood groups, block clubs, and other community-based groups and civic groups such as the League of Women Voters. An estimated 100 sponsor groups have committed to participating in this project and more groups are expected to participate. Based on the high level of community interest shown since the Sponsor Kick-Off event at the St Louis Park City Council Chambers in December, as many as 1,000 citizens may be participating in the *Community Circle* discussion groups.

## WHY?

The partners in this project have come together with a shared belief in the need for civil, informed dialogue and analysis—across political, geographic, economic and racial lines—about trends and changes taking place in the communities and schools of the Twin Cities metro area today. We hope that bringing together diverse groups will build understanding and produce practical recommendations for actions that individuals, organizations and policy makers can take with respect to difficult issues facing our communities.

The *Community Circles* project is an opportunity to bring together people from different backgrounds and with diverse perspectives to talk about a common theme: the impact of segregation—particularly in housing, employment and transportation—on education. Participants will have the opportunity to explore issues affecting educational achievement, housing choices and job opportunities for Twin Cities citizens, and the relationships between these issues. Participants also will deliberate on alternative ways that the community and the public can address these issues.

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

- 1) To begin an open, honest, and civil conversation about some of the most difficult but important issues facing our communities, and to develop some new ways of talking about and through those issues.
- 2) To provide citizens an opportunity to get to know a cross-section of fellow community members and become more aware of differing ideas and perspectives on important issues that affect all of us.
- 3) To provide an opportunity for people to learn more about their own biases and prejudices and to honestly examine their own experiences in relation to the theme.
- 4) To explore more deeply what we truly believe about equality of opportunity.
- 5) To use public deliberation as a way to arrive at and develop valuable ideas for future action on a local and regional basis, and to more clearly define our responsibility, both individually and collectively, for the future well-being of our community.
- 6) To find "common ground" among metropolitan citizens and develop an informed "public judgement" or "public voice" that can help guide public policy and decision makers in finding solutions to complex and difficult issues.
- 7) For those so inclined, to begin to identify and agree on specific steps that they can take—at the personal, neighborhood, municipal, metropolitan and state policy levels—and to outline plans of action including, but not limited to, a legislative agenda, community organizing, and formation of coalitions around key issues.

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## WHERE?

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

## WHEN?

The timeline of scheduled activities follows:

**December 10:** "Beyond Busing" Kick-Off Forum for sponsors. This event has occurred and was attended by more than 100 people representing different organizations (see page 1).

**February 15** (Saturday), 8:30 A.M.-12:30 P.M. and **February 20** (Thursday), 6:00 P.M.-9:30 P.M.: Training and informational sessions for individuals who will serve as discussion group facilitators. Location: Augsburg College, in the Marshall Room of the Christensen Center (see map). *Choose one of two dates to attend—all facilitators are expected to participate.*

**Before March 1:** The *Discussion Guide* will be made available to all sponsors and *Community Circle* participants. Sponsors are asked to identify the number of partici-

pants in their *Community Circle(s)*—this information may be faxed to us at 871-8984. All sponsors also should sign and return their *Participation Pledge Forms* (see insert). Sponsors should identify a heterogeneous mix of participants, including both homeowners and renters, and individuals from various age groups, occupations, and socio-economic, racial, ethnic and cultural and political perspectives. To achieve diversity goals, we encourage groups to combine with other groups if necessary. Please notify us if you need assistance in pairing with another group.

**First week of March:** Sponsors are encouraged to conduct a "kick off" meeting of discussion groups or participants. This meeting can be a "get to know you" and introductory event before the *Community Circle* group or groups convene their first session(s). By this time, facilitators and recorders should be assigned to their *Community Circles*.

**First week of March to first week of May:** Each *Community Circle* discussion group will hold meetings at times and location desired by the group. Groups of 5 to 15 people will schedule from 3 to 5 meetings (approximately 2 hours each, meeting for a total of up to 10 hours) over this nine week period. All groups will be moderated by trained facilitators and use the common *Discussion Guide*. The *Discussion Guide* will include an introduction to the topic, presentations of a range of viewpoints, questions for discussion, and a bibliography of suggested readings (see page 2).

**Late April:** Each *Community Circle*

discussion group recorder will prepare and submit a summary report of the group's discussions to Circle participants for their review. Each *Community Circle* group and the sponsor organization may want to schedule an opportunity to share the findings and conclusions of the group with the local community.

**May 8** (Thursday), 6:30-9:00 P.M. (location yet to be determined): a *Community-wide Forum* is being planned. This event will be a metrowide meeting to share the results of the *Community Circle* project. This event will be modeled after the smaller *Community Circles*. We are pleased to announce that George Latimer, former Mayor of Saint Paul and Assistant Secretary of HUD, and Vivian Jenkins Nelsen, President and CEO of INTER-RACE at Augsburg College, have agreed to serve as the co-facilitators. Each *Community Circle* will select representatives from their group to participate in this event and share the results of their circle's deliberations. Results of this forum will be shared with all project participants.

**May 20, 21 or 22:** the Minnesota Meeting, Minnesota Public Radio, the Minneapolis Foundation and, hopefully, a sister foundation in Saint Paul (all partners in this project) plan to co-sponsor a concluding event with public, community and business leaders to enable us to share the results of this project with the larger metropolitan community and, possibly, a national audience. *Community Circle* participants will be invited to this event, which would include a luncheon and noteworthy guest speaker.



The Community Circle Collaborative  
c/o MICAH  
122 W. Franklin Ave., Suite 320  
Minneapolis, MN 55404

*Address Correction Requested*

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4401 PARK GLEN RD #201  
ST. LOUIS PARK, MN 55416



# Jola Education Monthly

No. 30

Minneapolis, MN

January/February, 1997

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## Register

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### Charter Schools

#### *Friends*

Charter Friends National Network is a newly created group growing from Ted Kolderie's Center for Policy Studies and his national advocacy of charter schools. The Network, to be run by Jon Schroeder and done in cooperation with Hamline University, seeks "to promote charter opportunity both to improve educational achievement for students attending charters schools and to ultimately help leverage improvements in the larger system of public education. Info: 645-0200

### Accountability

#### *Other sources*

This issue focuses on accountability as it plays out locally. For some national insights, here are a couple sources:

Education Week recently published a state-level analysis of efforts to improve schools. The information can be viewed on the web at:

<http://www.edweek.org/qc/>

For those still interested in paper and ink reading, the results of a Brookings Institution conference on accountability, which stretched into vouchers and other external accountability visions, were published in "Holding Schools Accountable: Performance-Based Reform in Education," Edited by Helen F. Ladd.

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# ACCOUNTABILITY MANIA!

## WHO CAN LOVE THE TOUGHEST?

### Officials vow to show responsiveness to 'customers'

The race is on to determine who can be the toughest lover of Minnesota's children.

Will it be the Citizens League, with its new report, "Straight 'A's' for Minnesota's Schools: Achievement, Assessment and Accountability"?

Perhaps it will be some members of the University of Minnesota education faculty with its "Minnesota Educational Accountability Reporting System: Feasibility and Design Study."

Could it be Minneapolis' school leadership with its recently released progress report that purports to show "what works" and carries a veiled threat to those principals who don't do "what works"?

Or maybe it will be the St. Paul Schools, with their recently released "System Accountability."

Those efforts are outlined in this issue. Each reflects the temper of the time, and includes the assumption that, however well or badly schools have been doing, they must find ways to do better with little additional funding. Outside and inside the educational establishment, reformers, policy makers and administrators are looking for ways to deal with this perception.

It has led to an interesting and somewhat consistent set of initiatives—better measurement, more efforts to tie money to either need or performance, more consequences for schools and educators who fail to show evidence of success.

To some extent, this movement looks like a typical scapegoating of educators for problems far beyond their capacity to address. But this reform/assault on business as usual in schools is different than many of the other failed panaceas. This one seems to have nearly all the political forces aligned. Something's happening here.

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**Initiatives aplenty to  
tighten the screws on  
(and provide helpful  
information to) those  
responsible for  
student achievement**

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## Minneapolis: Overreaching

*The perils of trying to be too accountable*

The Minneapolis Schools have found out what works.

At least that's the message from the latest "progress report" from the district, which also determined how much more money than the legal limit for superintendent salary that Supt. Peter Hutchinson can extract from the district through his company, Public Strategies Group (PSG).

According to a press release from the district, researchers studied ten elementary schools in which test scores looked good—reading scores improved and the gap between white children and children of color decreased. And, alas, a great secret was revealed: Schools that improved used "at least three of eight strategies."

The strategies:

- A belief that all students can and will learn (some might argue that a belief is not a strategy, but what the hey?)
- One-on-one tutoring available for all students
- Strong leadership by the principal and support staff
- Clear expectations by students, staff and parents for student attendance and behavior
- Meaningful involvement of parents in a wide range of activities including parent meetings, volunteer activities, school councils, parenting programs.
- Commitment to a specialized reading program (Again, is commitment a strategy?)
- Teaching students test-taking skills.

The press release quotes Hutchinson as saying, "For the first time we were able to link the deliberate use of these common-sense approaches with measurable results. That's an exciting discovery, and one we can build on."

Congratulations to the elementary schools that succeeded: Bryn Mawr, Burroughs, Green Central Park, Jenny Lind, Longfellow, North Star, Northrop, Park View, Waite Park and Window. But we do have some questions here.

Does this list of strategies really mean anything? Does this analysis separate the successful from the "less successful" schools? Are we to assume that the schools that did not improve did not use at least three of these eight strate-

gies? Did at least some of the "successful" schools reject five of the strategies? Do some schools not believe in the ability of students to learn, the value of attendance, strong leadership, parent involvement or staff development?

The answers are, of course, no, no, no, no and no. The research was done quickly and for purposes other than what is was used. It was also part of a changeover that required already overworked district staff to do far more of the preparation of the report than in the past—more of your tax dollars at work.

The research was not ill conceived. It is worthwhile to listen to what happened at the schools that fared well on tests, but there appears to be little learned that would apply elsewhere. Most schools use—or at least say they use—many if not all of those "strategies." It would take much more research to identify real differences between this group of schools and the other 40 or so—and chances are that all kinds of other factors might explain the differences.

So what's going on?

Here's one suggestion: This is another example of the Hutchinson/PSG effect on the district—the search for the bright, sweeping gesture that changes everything, coupled with the pressure to look at schools as manufacturing facilities that can be improved by a real or imagined "quality improvement" process.

To outsiders, the quality improvement process appears to be gaining a head of steam. In fact nothing but image is being manipulated. Perhaps that image work is a necessary first step to getting folks to believe.

Still it raises an additional question about the never-ending honeymoon from responsibility this administration seems to have.

Three school board members hold doctorates. Presumably they know something about research and can recognize the outrageousness of the assertions made.

And again the Star Tribune (Jan. 29) printed the district puffery uncritically.

Given the success with the board and our major media outlet, perhaps the questions raised here miss the point. The district leadership has found out "what works"—making well-orchestrated announcements that it knows what works.

## U plan: Principles

*Caution now, details later*

The first draft of the plan created by the University of Minnesota's College of Education and Human Development to hold Minnesota's public schools accountable has been unveiled.

The Minnesota Educational Accountability Reporting System, Feasibility and Design Study, ordered by the Minnesota Legislature, shows the requisite craftsmanship and comes with the proper number of caveats. As described by Education Dean Robert Brunicks and a couple of his lieutenants at a Jan. 23 luncheon, it is circumspect, even as it advocates statewide testing and recommends other fundamental changes.

It takes stands on few of the details that could cause controversy. Rather it provides principles to undergird any credible accountability plan. Thus it speaks out boldly for a system that is comprehensive, coordinated, fair, universal, statistically sound, objective and reasonably funded. Those opposed will be granted equal time.

The devil, of course, is in the details, and if the authors of the report were searching for that critter, they didn't find it. A couple places to look:

- **The effects of human nature:** Brunicks urged that the accountability system be used to improve education. He would be deeply troubled, he said, if it led to numbers that were misused—for instance encouraging scoundrels to rank or make judgments about school districts. It is unclear why he thinks anyone would do something so uncivilized.
- **The effects of life:** The report detailed how important it was that numbers be presented in context. Thus it recommended that regression analysis be used to factor in poverty, attendance and student mobility in reporting test scores. They might add a couple more variables, like genetic code, life stages of classrooms teachers and lunchroom aides, employment markets, air quality in the

## U plan recommendations

Recommendations of Minnesota Educational Accountability Reporting System, Feasibility and Design Study:

1. Create a comprehensive framework of educational indicators at the state level. Districts could choose additional indicators.
2. Coordinate reporting of indicators
3. Develop a strategy for reporting academic achievement, including tests at grades 3, 5, 8 and 10. (Other measures might include ACT, the National Assessment of Educational Progress International Baccalaureate and Advance Placement tests.)
4. Assess all students—although perhaps 2 percent might be excluded and measured on "life skills" instruments based on learning disabilities.
5. Establish a statistical standard for reporting information
6. Build on current data reporting practices
7. Build motivation and capacity within the Dept. of Children, Families and Learning.
8. Create a new organizational unit and governance framework to manage the assessment. (This is related to the uproar following former CFL Commissioner Bruce Johnson's unilateral report card on Minnesota schools last summer.)
9. Provide adequate funding

buildings, lifetime exposure to lead paint and classical music, the skills, education and expectations of parents and the both outrageous and microscopic effects of race and class as played out in different school cultures.

The proposed system is likely to draw response from across the state and perhaps inspire some lively discussion later in this legislative session. Brunicks suggests the package of recommendations must be taken as a whole, not piecemeal, and suggests that it would be about \$6 million a year to implement.

## Minneapolis & St. Paul 'systems'

*Note to parents: Ask not for whom the accountability bell tolls...*

Both Minneapolis and St. Paul school leaders have put together intricate accountability systems. Minneapolis' system has been developing over the past three years in a "The Covenant," District Improvement Agendas, the contract with the teachers' union and the development of standards. St. Paul went public with a comprehensive statement, "St. Paul Public Schools Accountability Statement," in January.

The systems are remarkably similar. Both accept termination of teachers who are not doing well. Both focus heavily on standardized test scores—the California Achievement Test in Minneapolis, the Metropolitan Achievement Test in St. Paul. St. Paul differs in creating a "Commission on Student Achievement," which could be interesting.

Both also have followed the logic of accountability into very

strange territory. It is no secret that, at core, the most important actors in students achievement are students and their parents or significant adults. So why hold everyone else accountable if you don't hold those most important actors accountable?

Thus in both cities, we have formal documents stating that parents are accountable for promoting good attendance and achievement, working with schools, setting high expectations, etc.

We can guess what happens if teachers do not do their job, if administrators do not do theirs. How large a jail might we need if government really wanted to hold students and parents accountable? And, the question all parents ought to ask, can I get a cell with a view?"

## Citizens League: Tightening screws

*Stricter scrutiny, but no 'breakthrough' ideas*

The Citizens League's new report, "Straight 'A's' for Minnesota's Schools: Achievement, Assessment and Accountability" begins with the premise that the work needs to be done in schools and school districts, but that the Legislature is the place to focus attention. It warns that the Legislature "should be in the business of causing improvement, not doing improvement." The distinction is thought provoking.

The League has a battery of suggestions for what the Legislature can do, many of which come with recognition that the history and research are not highly supportive—such as a pilot project for site-based management, mandated reports from schools to communities, creation of a plan to fund schools based on performance.

The report's call for greater accountability for student performance dovetails well with the plan designed by the faculty members at the University of Minnesota College of Education and Human Development. Both are quite clear that "indicators" in addition to standardized tests should be used. In neither case was there discussion of the all-but-inexorable regression to reliance on test scores when other measures create a lesser sense of precision.

The League is frequently a formidable lobbying presence at the Legislature. Although some of the recommendations are of the "feel good" variety, recommendations to support several initiatives could lead to some spirited discussions.

Highlights of the Citizens League recommendations

- Assure that standards are set high and students and schools are held accountable for meeting high standards.
- Increase support for preschool programs, including establishment of a School Readiness Foundation to support activities among the poor and populations of color.
- Extend mandatory attendance downward from 7 to 5 years of age.
- Require all students to attain a third grade reading and math level by the end of third grade, although it was not clear as to what happens when students fail to achieve

## Change in state aid payment schedule will help districts

Cash flow in many school districts will improve substantially because of a change in how state aid is paid to school districts.

Since the 1982-83 school year, school districts have been paid 85 percent of the state aid for a school year in that year and the remaining 15 percent in the next school year.

As an example, if a formula would have resulted in a district receiving \$100 of state aid for the 1994-95 school year, the district would have received \$85 in 1994-95 and \$15 in 1995-96.

The payment schedule had been 90 percent current year, 10 percent next year prior to the 1982-83 school year but was

that level. Is the student held back in third grade indefinitely?

- Monitor each school's progress in achievement for students in poverty and students of color, promoting strategies such as setting high expectations, parental involvement, increasing teachers of color and innovative curriculum.
- Look for ways to improve achievement of students whose native language is not English
- Implement a statewide, uniform system for assessing students' core knowledge and skills and for evaluating the performance of schools and districts.
- Report information about other measures of students' achievement and school performance, including attendance, persistence to graduation and drop out rates, parental involvement and "customer" satisfaction.
- Compile a "Multicultural Readiness Report Card."
- Require each school to issue a report annually to parents of that school.
- Link appropriations with expectations for performance and improvement, although the reports notes that, despite Herculean efforts, no one has found a way to do that yet. This recommendation also supports expanding school choice and making it possible for parents to turn their public school into a charter school.
- Appropriate funds for "Achievement Grants" to schools and districts.
- Establish an experimental program to evaluate whether funding schools rather than districts leads to improved student achievement, although it notes that there is no research to indicate that decentralization or site-based management has promoted student achievement.
- Conduct an initiative to increase the number of teachers of color
- Expand and strengthen charter schools, although it notes that "charter schools momentum appears to have stalled in Minnesota."

—Bill Marx

## Jola Education Monthly

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# Site-management: Some questions

Legislation will be considered again in 1997 that is intended to enhance school site management—so that more decisions are made at the school building level instead of at the school district. The belief of those promoting this legislation is that the best education decisions are those made closest to where the education occurs and where those making the decisions also have to implement the decisions.

Legislation specifically allowing school site management has been in place in Minnesota for 10 years. That legislation states that “a school board may enter into an agreement with a school site decision-making team concerning the governance, management or control of any school in the district.”

It also states that “School site decision-making agreements must delegate powers and duties to site teams and involve staff members, students as appropriate, and parents in decision making.” (For the legislative language, see Minnesota Statutes, section 123.951.) The legislation is permissive in a variety of areas that a school site decision-making agreement may cover.

Areas listed in the legislation include:

- a mechanism to implement flexible support systems to improve student achievement
- a structure that allows teachers to identify instructional problems and then apply resources to solve those problems
- a mechanism to allow principals or others having general control of the site the ability to allocate funding and personnel at the site.

Site agreement may also allow teachers to choose the principal for the site and allow the site team to determine which staff are hired at the site. In addition to specific areas listed, the legislation states that the site agreement may include “any other powers and duties determined appropriate by the board.”

There are many issues that the legislation does not cover.

It does not require site teams or site decision making. However, if a school board rejects a request from a school site for a site-management agreement, the board must forward that request and its reasons for denial to the commissioner of the Department of Children, Families and Learning. The legislation does not require allocation of any specific amount of funds to a site.

It suggests responsibilities for the site team but does not require a site decision-making team to have any specific responsibilities.

While the legislation suggests who may be on a site team, the only person required to be on the teams is the principal of

## Bill Marx

### The state of things

the school site. School site management provides an opportunity for involvement and decision-making by those who are implementing and participating in those decisions.

But therein lies a dilemma.

What if those people do not have the skills or desire to make those decisions. Requiring participation of teachers, parents and students on school site teams is somewhat like requiring

shoppers and employees of the grocery store to be on a grocery store level board of directors.

Some would want to participate but many (especially the shoppers) would probably not.

Many parents who are interested in participating on site teams do not have the time for this work. (Jobs on site-decision making teams do not pay very well.)

Employees are not enthused about spending extra time to participate. They want site team meetings during the school day. Parents may have a hard time attending meetings during the school day.

Site management can mean something quite different in a small school district than it would in a

large district. Many small districts operate what is probably considered two school sites, one elementary and one secondary. Minnesota's largest district, Minneapolis, operates more than 80 sites plus charter schools and alternative programs.

School boards in small districts may be able to legitimately argue that they function much the way a site team would and that they have a very good sense of what is going on in the classrooms in their schools.

Not many would argue that the school board in a large district can have an intimate understanding of what is going on in the classrooms of each school in the district. Representatives of business suggest that site decision making in schools and the resulting decentralization will facilitate more decisions at the site level and lead to more ownership and responsibility at the school site level.

One suggestion from some representing business is that all (or almost all) funds should be allocated to school sites. Sites

Marx/Continued on page 6

**What if those  
[who are  
implementing and  
participating in  
...decisions] do not  
have the skills or  
desire to make  
those decisions?**

## Marx

Continued from page 5

could then buy services as needed from the school district central office or from other service providers.

While this concept may have merit, some in education ask how many business sites really have this kind of flexibility. One might also ask which kind of business we should make comparisons to.

Do we want schools to emulate the multi-office law firm, the grocery store chain, the home building company with contractors and sub-contractors, the financial investment company or the computer manufacturing company? More likely, what we have in mind is the single-site, worker-run cooperative.

School site decision making, if it is to be successful, must evolve locally. There must be ownership, a belief that this is “ours.” The site team must have the opportunity to make decisions that do affect the delivery of education and other services at the school site.

Yet the site team must not be forced to make decisions that it is not ready to deal with. The team must also be provided with training so that it is ready to take on more responsibilities.

So what is site management or site decision making supposed to achieve? With all the discussion about more and broader involvement in making the decisions, we can not forget that the bottom line is the performance of students. The push to expand school site management leads to some interesting questions.

- Who are site teams? Principals, teachers, parents, students?
- Are there a majority of parents or teachers?
- Who decides the team composition?
- Is the final site decision made by the team or the principal?
- Who hires the principal, the site team or the school board?
- Are site teams elected in a formal election or are they volunteers appointed by the school board or recruited by the principal?
- School sites currently have no ability to raise tax revenue. Revenue sources are limited to donations and activities

such as magazine sales and bake sales. Would true site control result in the state providing funding directly to sites and bypassing the school district? What about raising revenue from taxes?

- There are currently 360 school districts with separate taxing boundaries. What if there were more than 1,600 school sites with taxing authority (potentially at different levels)? Do school sites have the capacity to handle funds? Would each site need a business manager? Is the site or the district responsible if funds are mismanaged?
- What happens if a site does not do the job? Can the school board replace the site team or take over management? Who decides if the site team is not doing the job or the school board is just too impatient?
- Would teacher contracts be negotiated with the school board, the school site team or at some other level?
- How can sites teams make decisions about staff if they are required to employ certain staff members at specified levels of compensation? What happens if a staff person already under contract in a district is not offered a job by any site team?
- What of the students? Students are the ultimate consumers of the output of the education system. They also may have a lot to say about how the services are delivered. What role should students play on school site decision-making teams? Are there ways to provide for significant involvement of elementary students?
- Finally, what is the role of the school board? If all schools operated with site teams, would school boards be needed? What decisions should still be made on a district-wide basis?
- What should be the difference in responsibilities between the site decision-making team and the school board in a district with one elementary and one secondary school?

*Bill Marx is chief fiscal analyst for the Minnesota House of Representatives.*

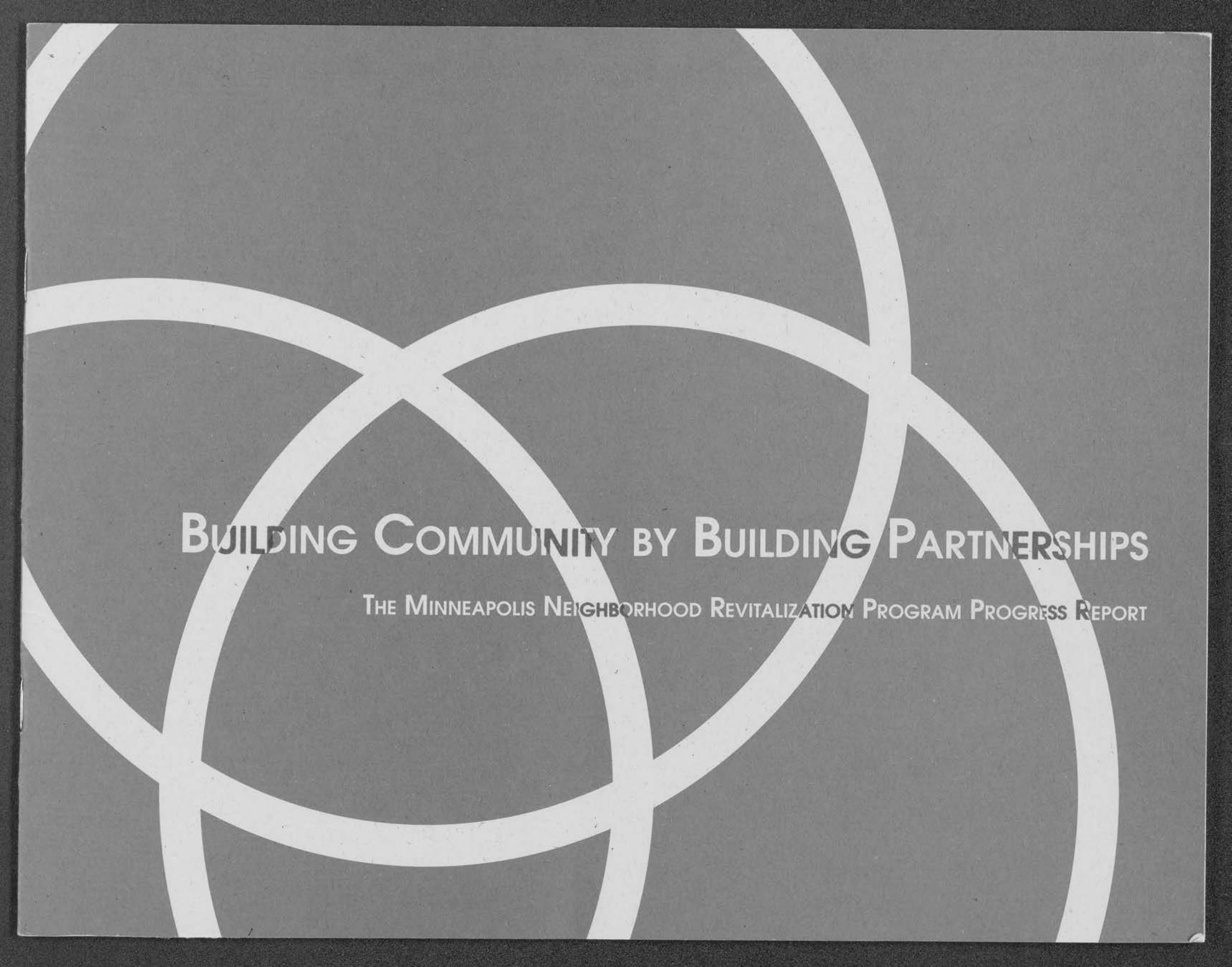
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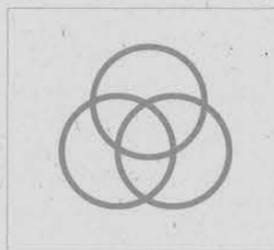
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# **BUILDING COMMUNITY BY BUILDING PARTNERSHIPS**

**THE MINNEAPOLIS NEIGHBORHOOD REVITALIZATION PROGRAM PROGRESS REPORT**

### The NRP Logo



The three rings reflect each of the stakeholders involved in Minneapolis neighborhood revitalization: residents, government, and the private sector. The focus of the Neighborhood Revitalization Program (NRP) is where the three

rings intersect. NRP staff work to bring residents, government, and private interests together to share resources and talents, address problems, and take advantage of opportunities.

*BUILDING COMMUNITY BY BUILDING PARTNERSHIPS: MINNEAPOLIS NEIGHBORHOOD REVITALIZATION PROGRAM PROGRESS REPORT* is published by the Neighborhood Revitalization Program.

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Copies of *BUILDING COMMUNITY BY BUILDING PARTNERSHIPS* are available from:

Neighborhood Revitalization Program  
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105 Fifth Avenue South  
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### A Message from the Chair

As chair of the Minneapolis Neighborhood Revitalization Program Policy Board, I am proud to present the first NRP Progress Report, *Building Community by Building Partnerships*.

Thousands of Minneapolis residents are working together and have committed countless hours, energy, and creativity to build a stronger community. Strong partnerships have been created with dedicated government staff from the City, County, Schools, Libraries, and Parks. This progress report shares many of their stories, successes and lessons as we continue to strengthen these partnerships. This year we have 79 neighborhoods actively involved in some stage of the NRP.

As mayor of the city, I value your involvement. Your contributions to your neighborhood and the city through the NRP process are making a real difference in the quality of life in our city. I look forward to new partnerships and future progress as we continue to work together keeping Minneapolis a great place to live. Each of you share in the long-term success of our efforts.

Sincerely,

Mayor Sharon Sayles Belton  
Chair, NRP Policy Board

### Building Community by Building Partnerships

The Minneapolis Neighborhood Revitalization Program (NRP) helps make the city's residential areas better places to live, work, learn, and play. Neighborhood-based planning and setting of priorities are the heart of the NRP. Through this process, neighborhoods increase their capacity to identify and solve their own problems through partnership with government and others. The NRP is governed by a joint-powers agreement between the five government jurisdictions that serve the residents of Minneapolis. They are:

- The City of Minneapolis
- Hennepin County
- Minneapolis Board of Education
- Minneapolis Park and Recreation Board
- Minneapolis Library Board

Involvement in the NRP has grown from six of the city's 81 neighborhoods in February 1991 to 79 in January 1995. As this report shows, neighborhood organizations have gained strength in these four years. Government staff work more closely with neighborhoods than ever before. Citizens report a heightened neighborhood identity and sense of community. Thousands of residents have participated in this unique effort to change the future of their neighborhoods and their city.

Minneapolis residents are using this new-found sense of community to meet their neighborhood's housing, safety, economic development, recreation, health, social service, and transportation needs. Neighborhoods are improving their long-term viability by organizing residents, gathering information,



prioritizing needs, and identifying and implementing solutions.

Many solutions are found by creating new partnerships. The partnerships created through involvement in the NRP are as varied as the people and interests involved in the planning process. Residents are learning to make government work for them through collaboration with City, County, Parks, Library, and School staff. They are also finding out how to mobilize all the resources in their neighborhood.

From raising the quality of their housing and improving the environment to building community centers and fostering economic growth, Minneapolis residents have become the creators and agents of change in their neighborhoods. Their efforts are highlighted in the following pages. This report shows how they are:

- Creating a sense of community
- Building neighborhood capacity
- Redesigning public services
- Increasing government collaboration

The stories shared here are only a handful of the NRP activities undertaken by citizens in every corner of the city. They illustrate the time, energy, and creativity that the citizens of Minneapolis have committed to make the NRP work in their neighborhoods. These stories show that people really do have the power to make their neighborhoods better places to live, work, learn, and play.

### The NRP Process

Residents use a six-step process to help them define what they want for their neighborhood and prepare their neighborhood plan:

**1. Develop a proposed work plan and budget for the planning process.** The neighborhood prepares a work plan that details how it will: select an NRP committee to coordinate the planning; get a diversity of people and interests involved; gather information; define neighborhood issues and opportunities; and structure meetings and events to develop their plan.

**2. Build wide and diverse citizen participation and gather information.** Neighborhood issues, concerns, and priorities are identified through meetings, surveys, events, and focus groups managed by the NRP committee.

**3. Draft a plan that includes a vision, goals, and objectives.** The NRP committee works with residents, government staff, and others to develop strategies, define time lines and costs, and assign responsibilities for achieving its objectives.

**4. Obtain residents' review and approval of the plan.**

**5. Submit the plan to the governmental jurisdictions for review, approval, and funding.** NRP money is used to leverage other community resources to fill gaps in the neighborhood's plan.

**6. Implement the plan.** The neighborhood works with government staff and others to ensure that the plan will be implemented successfully.

## Creating a Sense of Community

Neighborhood revitalization depends on each neighborhood having a strong identity and having all residents investing in their neighborhood. The NRP gives residents a framework for working together and creating a sense of community among individuals with common goals.

### Phillips Erects Gateway to Community

At Franklin and Chicago avenues, where an infamous liquor store once stood, an "opening to a new beginning" is being constructed — the Phillips Neighborhood Gateway.

The Peavey Park gateway reflects the neighborhood's aspirations and gifts, both in its images and its making. Designed by artist Rafala Green, the gateway will have five rock mosaic pathways showing symbols important to the five cultural groups in the neighborhood — Native American, European, African, Latin, and Asian.

Students at Four Winds School worked with Green and a team of artistic mentors from the five cultural groups to design the paths. Murals showing how neighborhood kids see their community were painted on panels for the fence around the construction site by students at Andersen School. About 45 youth have been employed to build the path and benches in a community workshop, where they work side by side with adults.

"The way that the project is working with the kids and the community is a real healing process for the neighborhood," says Patricia Mezasays, a neighborhood resident and volunteer.

The gateway was commissioned by the neighborhood and the Minneapolis Arts Commission. The neighborhood has used some of its NRP funds to support the project, which will be completed in fall 1995.

The gateway "is more than just another public art piece," says Joan Vanhala, whose daughter worked on the project. "It is about building a strong community of youth and adults who look out for each other."



Phillips youth build mosaic path for the Gateway.



### Fostering Participation and Leadership

By building neighborhood capacity, the NRP prepares residents to identify neighborhood issues and develop solutions. "Capacity building" means recruiting a diverse group of residents to identify the needs and resources of the neighborhood and learning how and when to work with government.

People who have never been active in their neighborhood are attending meetings, organizing their neighbors, facilitating discussions, and stepping up to create new programs. In the Armatage neighborhood, meeting attendance has tripled since the neighborhood began its NRP process. When Fulton held elections for its board and NRP steering committee, so many people wanted to serve that, for the first time in memory, a paper ballot was needed for the voting.

"We didn't exist as a neighborhood organization until the NRP," says Chris Burda, a Bryant neighborhood resident. "We started with just a few people, but now there's a 15-member board, and meetings are very diverse."

**In May 1994 alone, more than 1,900 people attended 130 neighborhood meetings. At the time, only 39 of the city's 81 neighborhoods were involved in the NRP.**

An NRP training program has helped residents create comprehensive neighborhood plans more efficiently. **From January 1993 to December 1994, nearly 2,500 people attended 80 training sessions on everything from writing goals and objectives to resolving conflicts and keeping financial records.**

### Lyndale Walkers Show They Care

Just about any night of the week, Lyndale residents can be found taking a walk around their neighborhood. These are no idle strollers. They are the "Lyndale Walkers," committed to making their community safer by showing that they care about their neighbors.

"We're not patrolling or looking for trouble," says Mike Montrose, a Lyndale Walker. "We're trying to meet and greet people and get them to join us."

About 60 residents participate in the program, walking the neighborhood for at least two hours a month in groups of two to four. They carry cellular phones to call the police if they see drug dealing or other problems.

By being visible and observant, the Walkers have helped reduce crime in the neighborhood. On one block known as "crack alley," the efforts of the Walkers and other neighbors have cut the number of problem properties from ten to two.

The presence of the Walkers has a calming effect on the neighborhood, according to Larry Strandine, a Lyndale resident and landlord. "Responsible people like to see the Walkers coming around because it gives them the feeling that they know someone and that their neighbors are watching out for each other," he says. "Troublesome people get a little nervous, so they become more quiet."

But the Walkers are not vigilantes. Their main purpose is to encourage their neighbors to get involved by becoming block leaders and Walkers. Wearing neon-yellow hats, Walkers pass out flyers about the program and other community activities.

The effort, which is part of the neighborhood's NRP plan, encourages good people to stay in Lyndale, Montrose says, and shows residents who go on these walks that crime does not dominate what is "a pretty neat neighborhood."



Lyndale Walkers go out to meet their neighbors.

### East Harriet-Farmstead Cultivates Identity

Community building is a major goal of the NRP process. East Harriet-Farmstead set out to strengthen its neighborhood identity, and it is achieving this goal.

Lots of neighbors met each other this summer at East Harriet-Farmstead's first art festival. More than 6,000 people enjoyed the exhibits of some 80 artists, entertainment, and food at the Lyndale Farmstead Park on the first weekend in August. The Kid's Art Booth, where children could make buttons and fabric bracelets, was especially popular. Plans are in the works to make the festival an annual event.

The neighborhood has focused on its park as a natural center for community activity. East Harriet-Farmstead has used NRP funds for an outreach worker to expand programming at Lyndale Farmstead Park. Neighborhood kids are now taking craft and cooking classes and enjoying movies and games at the park. The growing soccer program has more than 65 kids playing on eight teams sponsored by neighborhood merchants.

The soccer program at the Lyndale Farmstead Park and other neighborhood activities have "gotten families with kids identifying with the neighborhood," says Niel Ritchie, who has lived in East Harriet-Farmstead since 1989. "People are getting to know one another. There's a cohesiveness that comes from having activities people can be involved with."

Last year, the neighborhood began publishing *News from the Farm*, a quarterly newsletter with updates about NRP efforts, park activity schedules, and other neighborhood news. A committee of residents is working to put together a handbook containing information about the neighborhood and its history, housing resources, and government services. Each East Harriet-Farmstead household will get a copy of this handbook, which will be updated every year.



The East Harriet-Farmstead art festival was a summer highlight.

### Como Builds on the "Hope Factor"

Through the NRP, Como neighborhood spruced up its appearance by offering homeowners and landlords matching grants to improve the exteriors of their properties.

Como resident Beatrice Bixler calls the program the "answer to my prayers." With her grant, she got a new back porch, garage floor, and stucco siding. "When you get to be 80 years old and you see a \$4,000 job, you wonder how you're ever going to do it," she says. "This program made it possible for me."

*"The grant money motivated people to start doing something with their homes. When everyone's doing it, that encourages others."*

In the first year of the program, about half the Como neighborhood was eligible to apply for the grant money. Seventy-three properties were improved, three-fifths of which were owner-occupied. In the second year, grants were given to improve 84 properties throughout the neighborhood. The grant program was modeled after one that grew out of the Kingfield neighborhood's NRP efforts.

Of the 71 owners who did not get grants the first year, slightly more than half did the work anyway. According to Kim Vohs, a consultant to the Como neighborhood, one reason for this unexpected benefit is the "hope factor." When people have hope in their neighborhood, a community

Photo: East Harriet-Farmstead Neighborhood Association

atmosphere is created that encourages people to make an investment.

*"When you get to be 80 years old and you see a \$4,000 job, you wonder how you're ever going to do it. This program made it possible for me."*

"The grant money motivated people to start doing something with their homes," says Theresa Peterson, a Como resident. "When everyone's doing it, that encourages others."



A Cole Avenue house gets a new roof with a Como grant.

### Tire Roundup Rewarding for Bottineau

Bottineau residents got tired of old, discarded tires lying around their neighborhood and decided to recycle them. This simple neighborhood cleanup turned out to be "a real community builder," says volunteer Tony Miskowiec.

With the help of the NRP, neighborhood volunteers got together with Hennepin County waste management to arrange a tire roundup. The County lent Bottineau a semi-trailer to collect the tires for recycling and provided hazardous waste and recycling information to be distributed in the neighborhood.

Mechanics at a local service station volunteered to pop tires off of rims. Area merchants and others donated refreshments for the roundup, and some neighbors offered the use of their small trailers for picking up the tires. Seven residents delivered flyers announcing the event, eleven acted as "tire slingers" on the day of the roundup, and two youths stacked the tires in the semi-trailer.

The neighborhood collected more than 400 tires and sold a stack of rims to a scrap dealer for \$58, which went to support neighborhood activities.

"It is quite rewarding to get the little devils out of your neighborhood," says Miskowiec of the discarded tires.

Photo: Southeast Como Improvement Association



### **The NRP: "Not Just About the Money"**

"The NRP is not just about the money; it is a process," says Don Hammen, a Longfellow neighborhood resident. "When the process is complete, we want to be able to carry on what we learned about keeping things bubbling up from the community."

For Hammen, who is concerned about violence, the NRP has been especially important because of its ability to help build community. Though Longfellow has not had a major problem with violence, it is a community in transition. Hammen and his neighbors do not want to wait until the problem is big before they act. "Maybe there are some things we can do now," he says. "One of the ways you can counteract violence in your community is to build community."

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***"The (NRP) process proves that neighborhoods can do it together and the city can work."***

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Creating a sense of community in a neighborhood is one of the most important goals of the NRP. Developing and implementing a neighborhood plan fosters a sense of community by bringing residents together for a common purpose. The expectation is that once homes are refurbished, playgrounds improved, jobs created, and community safety enhanced, the sense of community will endure.

The NRP has been "a great way to pull the neighborhood together," according to Peggy Galvin of Kenwood, which just started its NRP planning. The process has got residents there "thinking about ourselves as being in a neighborhood, not just in a house on a block," she says.

The NRP also helps residents feel more positive about the entire city by encouraging neighborhoods to work together and learn from each other. Neighborhood residents are increasingly finding success through collaboration and improving on projects first developed by other neighborhoods.

"The [NRP] process proves that neighborhoods can do it together and the city can work," says Deb Magnuson, a Linden Hills neighborhood resident.



Residents take an active role in deciding their neighborhood's future.

Photo: Jennifer Billing

### **Building Neighborhood Capacity**

When people organize where they live, they can help meet their own needs. Their energy and creativity may be the only resources to counteract the decline in federal, state, and local funds for neighborhoods. If a diverse group of residents in each neighborhood work to plan and implement change, they can mobilize significant untapped assets.

#### **Powderhorn and Central Dovetail**

Through the NRP, Powderhorn and Central neighborhoods joined forces in 1992 to do something about the problems of crime and housing. One of their success stories is the transformation of a Chicago Avenue "crack block" into the Dovetail Cooperative.

Back in 1990, drug dealing was so prevalent on the block that neighbors drove their children to nearby activities because walking was too dangerous. Fed-up residents of Central and Powderhorn organized to take back their community. They took to the streets with signs and chants, and developed a plan to build five new side-by-side duplexes on the block where crack houses once stood.

The cooperative that resulted was named "Dovetail" — a term for two pieces of wood that form a tight, interlocking joint — to honor the collaboration of Central and Powderhorn. Dovetail is now home to ten families who have a stake in the future of the cooperative and the community.

"Dovetail was a breath of fresh air for residents of our community," says Steven Gray, a 13-year resident of Central. "It has provided a new sense of hope for those of us struggling to keep our neighborhood viable."



Neighbors celebrate the opening of the Dovetail Cooperative.

Photo: Powderhorn Residents Group



**Taking Care of Business Along Nicollet**

In a model of collaboration, three neighborhoods have joined through the NRP to revitalize Nicollet Avenue, one of Minneapolis' most important commercial corridors.

Nicollet is a central commercial corridor in the Stevens Square-Loring Heights, Whittier, and Loring Park neighborhoods. The street has been in decline for many years and, as Whittier business owner Tom Berthiaume says, "there is no reason to believe it will turn around without some significant help."

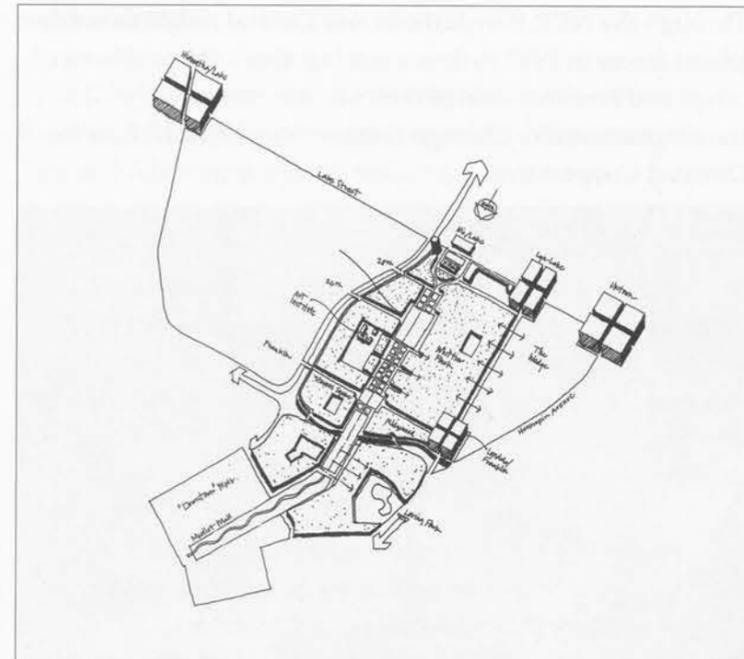
Help is coming. A team of about 16 residents, business owners, and City staff have met every two weeks to study land use along the avenue, traffic patterns, and ways to make the street more appealing through lighting, trees, benches, and other features.

*The project "has gotten residents talking to businesspeople, and that's a linkage that didn't happen before."*

The planned facelift for the avenue is intended "to put our best foot forward and look welcoming, open, active and vital," says Joanne Christ, owner of the Black Forest restaurant in Whittier. She is confident that improving the appeal of the street will attract new customers and businesses to the neighborhood.

"There are many reasons to come to the avenue," Christ says. "That's the message I hope people will get through the visual changes."

The project has garnered "tremendous support from residents," according to Berthiaume, a member of the project team. The project, which covers Nicollet from Grant to Lake streets, is partially funded by NRP funds from the neighborhoods. Construction is expected to begin in 1995.



Three neighborhoods are working to revitalize the Nicollet Avenue corridor.

Photo: Architectural Alliance

**Armatage Transforms Dump into Play Lot**

A dump for old concrete and construction waste is now a playground in the Armatage neighborhood.

The Washburn Avenue Tot Lot has "really been a beautiful thing for the neighborhood because it served a need we couldn't meet with the play lot we had," says Lynn Prokop, an Armatage resident who helped in the playground effort.

*"... it served a need we couldn't meet with the play lot we had."*

The neighborhood chose the playground as an NRP project. Working closely with the Park and Recreation Board, the neighborhood surveyed residents and the students at the adjacent Armatage school to find out what they wanted in their playground. Now, where weeds and waste once ruled, there are handicapped-accessible swings, slides, a climber, a kid-sized basketball court, picnic and game tables, and new landscaping. Some of the land was left open for soccer and football games.

A benefit of the NRP process was the involvement of residents from many of the rental properties around the park. "It was a way of bringing them into the process and showed that even though they might be in the neighborhood for only a short time, they could have a voice," Prokop says.

The revitalization project also has laid the groundwork for more collaboration between the partner neighborhoods. Plans are being made for a Nicollet Avenue festival featuring area restaurants and jazz. Each year, the festival would focus on one of the three neighborhoods.

In Stevens Square-Loring Heights, the project "has gotten residents talking to businesspeople, and that's a linkage that didn't happen before," says Karen Ives, a project team member from Stevens Square-Loring Heights. "It's been eye-opening to understand what the different concerns of the neighborhoods are, how we tie together and how we are different."



Children swing into fun at Armatage's new tot lot.

Photo: Paula Keller/Southwest Journal



### East Calhoun Slows Traffic, Boosts Safety

Bustling commercial activity in the Uptown area means lots of traffic for the East Calhoun neighborhood. Much of this traffic was speeding down 31st Street, between Hennepin Avenue and Lake Calhoun Boulevard, making it hard for pedestrians to safely get across the wide street.

*"People don't feel they're on a roaring street now....(The median has) even made a little green space."*

The neighborhood solved this problem by using NRP resources. Residents convinced Minneapolis Public Works to build a 12-foot-wide median over a five-block stretch of the street. Public Works also repaved the street while putting in the median. The street was eligible for state funds covering this work and some of the landscaping. The median has 40 maple trees, with ornamental lighting and an irrigation system. More trees were planted on adjacent boulevards.

The median worked immediately. Traffic has slowed down, people can cross safely, and the street looks more like a parkway, which helps it retain its residential character.

"People don't feel they're on a roaring street now," reports Dave Frenkel, who lives on the street. "It's even made a little green space."

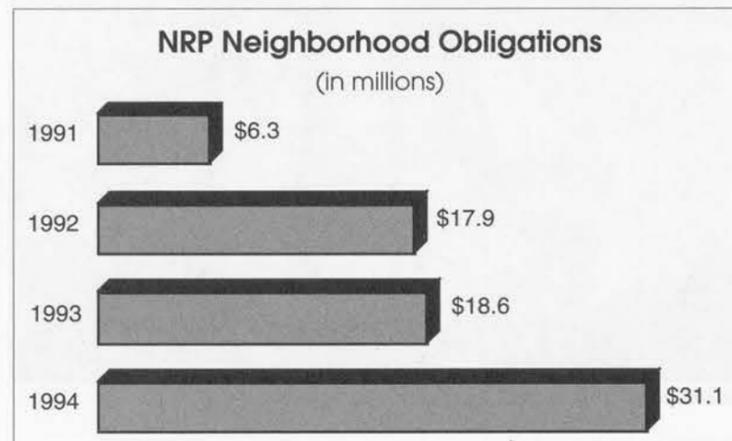
### Redesign Public Services

The people who live and work in a neighborhood are the best judges of that neighborhood's priorities, opportunities, and needs. The NRP was designed to decentralize the delivery of public services and make government more responsive to the unique needs of each neighborhood.

#### Citizen Inspectors Get Results

The Citizen Inspection Program, started by the Jordan neighborhood and the Minneapolis Inspections Division, stands out as an example of successful service redesign.

Through the Citizen Inspection Program, neighborhood residents are trained by the Inspections Division to look for exterior conditions that violate Minneapolis housing codes. These include such things as tall grass and weeds, broken windows and screens, and inoperable vehicles.



### Health Comes First in Sumner-Glenwood

The health of its children and families emerged as the top priority of the Sumner-Glenwood neighborhood in its NRP planning process. This priority resulted in a medical clinic at North Star elementary school.

The clinic serves students of the school, as well as other children and families in the surrounding area. About 1,100 children attend the school, and almost 8,500 children under age 19 live nearby. The clinic offers primary care, immunizations, dental care, nutrition counseling, home visits, and other medical services, along with an array of social services.



North Star Clinic offers elementary school children health care on site.

Photo: John Ake

If a problem is sighted, the neighborhood sends a friendly letter to the property owner, asking that it be fixed. The Citizen Inspectors then check to see if action was taken. If the problem is corrected, the neighborhood sends a thank-you letter. If not, the matter is referred to the Inspections Division for enforcement.

More than 70 percent of the people who receive letters from the neighborhood make the requested improvements. The appearance of the neighborhoods has improved, and the Citizen Inspectors are proud to have contributed to the change. The number of blocks inspected has grown in Jordan, and the program is now at work in the Near North-Willard Hay and McKinley neighborhoods.

*"We started communicating directly with the neighborhoods and finding out what their problems were. We were able to focus our efforts."*

The Citizen Inspectors program has changed the way the Inspections Division does business, according to Merwin Larson, director of inspections. The way city inspectors used to work "didn't solve the real problems," he says. "We were just buzzing around like gnats."

This changed when his division worked with neighborhoods to create the Citizen Inspection Program. "We started communicating directly with the neighborhoods and finding out what their problems were," Larson says. "We were able to focus our efforts, along with other departments of the City and the County to make something happen."



The North Star Clinic and a satellite facility at 501 Bryant Avenue North were developed through the efforts of the Sumner-Glenwood and Near North-Willard Hay neighborhoods, the Minneapolis Public Schools, the Minneapolis Department of Health and Family Support, and the Pilot City Health Center.

"The community is really excited about the clinic, especially parents," says Farzaneh Kia, clinic coordinator at North Star.

Support for the clinic was underscored when leaders of the neighborhood's Southeast Asian community, which often shuns Western medicine, told families in their clans that it was all right to use the clinic.

*"The community is really excited about the clinic, especially parents."*

The need for the clinic is great. Many of the community's children are from families living in poverty, and the community is considered a "medically underserved area" by the federal government.

Absenteeism at North Star School, which has kindergarten through third-grade students, is high. Many kids come to school sick because they cannot get medical care. This product of partnership may help make them better.



### **Increasing Government Collaboration**

New efforts to communicate and coordinate services within and among the five local government jurisdictions serving Minneapolis will have two important benefits: neighborhoods will receive more benefit for each public dollar spent on their needs, and government can address neighborhood needs and priorities more effectively.

### **Neighborhoods Create a Common Center**

It is a project too big for one neighborhood alone, but by joining together, several neighborhoods and other community organizations are creating a multiple-resource community center at Phelps Park.

The idea was born in Bryant neighborhood during their NRP planning process. Residents there identified activities for youth and families as one of their top priorities.

A vision of an expanded facility and programming at the park was shaped by many people and organizations: the Park and Recreation Board, the City of Minneapolis, Hennepin County, Community Education, the Southside Boys and Girls Club, the police, the Urban League, the Minneapolis Institute of Arts, and the five neighborhoods whose residents use the park — Bryant, Bancroft, Central, Powderhorn, and Field-Regina-Northrop.

Each of these neighborhoods is being asked to contribute a portion of its NRP money to the project, and three of them have already included a contribution in their neighborhood plan. The Park and Recreation Board and the Boys and Girls Club also will contribute funds and will operate the center with Hennepin County.

Most of the money needed to develop the center has been obtained. The McKnight Foundation gave a \$300,000 grant to the project, and the Minneapolis Foundation pledged \$25,000. These are the first major foundation commitments to an NRP project and an outstanding example of using NRP funds to leverage other resources.

Construction of the new facility is expected to begin in spring 1995.

The Phelps Programming Collaborative, which will include residents of the five neighborhoods, will help determine the activities and programs at the community center. Programming will combine recreation activities with health and education, arts and culture, science and the environment.

The collaborative does more than just programming. It "invites a lot of people to be involved in helping to raise our kids," says Chris Burda, a Bryant resident.



### **NRP Facts**

NRP-funded housing improvement programs:

**26**

Residential properties improved using NRP funds:

**1018**

Trees planted with NRP funds, 1992-1994:

**4,388**

NRP-funded capital park improvements:

**17**

Neighborhood organizations currently participating in the NRP:

**63**

Neighborhoods with completed Action Plans:

**10**

New neighborhood organizations developed as a result of the NRP:

**13**

Total NRP dollars invested in neighborhoods between 1991 and 1994:

**\$15,950,188**



### **Cedar Riverside Gets a Gathering Place**

The Cedar Riverside neighborhood is an urban island, cut off from the rest of the city by the Mississippi River and freeways. Home to the city's most racially and ethnically diverse population, the neighborhood had no public school, library, or park building.

In addition, many Cedar Riverside residents have low incomes and need social services. The old community center, housed in an old former truck repair garage, outgrew its home trying to meet neighborhood needs.

Through the NRP, the neighborhood got a new community center and an expanded park. The Brian Coyle Community Center, named in honor of the late Minneapolis council member and neighborhood activist, immediately became "a real gathering place for the neighborhood," says the center's director, Bob Frawley.

The Coyle Center includes a gym, a game room, space for a dance studio, and meeting rooms. It is a collaborative effort by the City of Minneapolis, the Park and Recreation Board, the Cedar Riverside Project Area Committee, the Cedar Riverside People's Center, and Pillsbury Neighborhood Services, which owns and manages the center.

Pillsbury Neighborhood Services provides an array of social services, including employment assistance, a food shelf, tutoring and English as a Second Language programs.

"People who need such services are more likely to take advantage of them if they are all in one place," says Greg Hani of the social service agency.

The Coyle Center services 10,000 people annually, compared to 4,000 at the old center. Each day, up to 1,000 people use the services and facilities of the new center, a tenfold increase. In 1994 alone, the center hosted five Vietnamese new year celebrations, a powwow, the city girls' basketball tournament, celebrations of Buddha's birthday and the Korean lunar new year, and the Green Party convention.

"This is a multicultural community center that really promotes community activism," Frawley says.



*The Coyle Center has become a hub of Cedar Riverside.*

Photo: John Arie

### **Other NRP Projects**

The following is a sample of other NRP projects that are completed or nearing completion. They illustrate the impact of the NRP on individuals and on entire neighborhoods and the city as a whole. The information was the most current available at the time of publication.

**Lovell Square** *Near North, Willard Hay:* Rehabbed and constructed 25 rental units, 16 with 3+ bedrooms; rents, \$310-525; total cost, \$3,237,275. *Total NRP investment: \$500,000.*

**Problem Property Renewal Program** *Near North, Willard Hay, Hawthorne:* Purchased and rehabbed 5 single-family and duplex homes; generated \$124,765 for revolving loan fund; total cost, \$298,000. *Total NRP investment: \$135,000.*

**Holmes School Site Project** *Marcy-Holmes:* Acquired and cleaned up new Marcy School site. *Total NRP investment: \$794,000.*

**Franklin Avenue Commercial Redevelopment** *Seward:* Acquired 19,250 sq. ft. of office and retail space; 100% leased; average rent, \$7/sq. ft.; total cost, \$1,933,000. *Total NRP investment: \$240,000.*

**Kingfield Home Improvement Program** *Kingfield:* Improved 47 owner-occupied and 9 rental homes; \$198,000 in grants awarded; average grant, \$3,535; total private investment, \$154,217. *Total NRP investment: \$215,000.*

**Physical Revitalization of Diamond Lake and Todd Park** *Hale, Page, Diamond Lake:* Improved Todd Park ball field and Diamond Lake public access; total cost, \$170,000. *Total NRP investment: \$170,000.*

**Chicago Corridor** *Powderhorn Park:* Acquired and rehabbed 2 fourplexes; rehabbed 10, 3-bedroom rental units; all units rented; average rent, \$480; total cost, \$1,472,000. *Total NRP investment: \$350,000.*

**McKinley Community Action Plan** *McKinley:* Improved 38 owner-occupied homes; planted 116 boulevard trees. *Total NRP investment: \$120,000.*

**Playwrights Center Building Improvement Project** *Seward:* Improved accessibility and exterior of 3,500 sq. ft. facility; total cost, \$49,000. *Total NRP investment: \$49,000.*

**Seward Southeast Housing Investment Fund** *Seward:* Awarded \$52,110 in grants to 11 low-income homeowners plus \$169,435 in matching grants to 58 homeowners; total private investment, \$425,000. *Total NRP investment: \$250,000.*

**Powderhorn Community Council's New Housing Project** *Corcoran:* Built 2, 3-bedroom homes on vacant lots; sold to owner occupants; average sale price, \$77,500; total cost, \$250,000. *Total NRP investment: \$95,000.*

**Longfellow Homeownership Stabilization Project** *Longfellow:* Downpayment assistance to 6 home buyers, with average grant of \$3,200; home improvement loans to 13



homeowners, with average loan of \$5,000. *Total NRP investment: \$100,000.*

**West Bank IX Homeownership Project** *Cedar Riverside:* Built 4, 3-bedroom homes, with 1 handicapped-accessible; all four homes sold; average price, \$90,000. *Total NRP investment: \$135,000.*

**Logan Park Home Improvement** *Logan Park:* Matching grants for exterior improvements to 49 homeowners; total private investment, \$165,053. *Total NRP investment: \$223,000.*

**Elliot Crossing** *Elliot Park:* Facade improvements to 8 residential and commercial properties; improved streetscape with landscaping, signs, and furniture; total private investment, \$25,753. *Total NRP investment: \$165,000.*

**Exodus-YMCA Crescent** *Lyndale:* Improved 8, 2-bedroom and 4, 3-bedroom units; rents, \$340-500; all units rented; total cost, \$1,352,000. *Total NRP investment: \$150,000.*

**Access Improvements to East Sand Flats** *Prospect Park-East River Road:* Built access stairs and ramp to Mississippi River; connected path to Cecil Street access; total cost, \$694,800. *Total NRP investment: \$350,000.*

**Sheridan School Readiness Center** *Sheridan:* Acquired land, demolished buildings, and built 18,000 sq. ft. center; all tenants identified; total cost, \$2,903,686. *Total NRP investment: \$300,000.*

**23rd and Dupont Comprehensive Block Revitalization** *Hawthorne:* Removed 6 blighted buildings and bought 2 lots; built 4 single-family homes. *Total NRP investment: \$300,000.*

**Shingle Creek Trail Improvements** *Shingle Creek:* Improved trails with new connections, landscaping, signage, and rest areas; total cost, \$320,000. *Total NRP investment: \$90,000.*

**Como Streetscape Project** *Como:* Improved 58 owner-occupied and rental homes; planted 294 trees; total private investment, \$182,871. *Total NRP investment: \$234,225.*

**Waite Park Revitalization** *Waite Park:* Rebuilt playground; updated picnic and play areas; beautified park grounds. *Total NRP investment: \$275,630.*

**Corcoran Target Area Matching Funds** *Corcoran:* Matching grants to improve exteriors to 21 owner-occupied and 2 rental homes; total private investment, \$60,068. *Total NRP investment: \$122,190.*

**Standish Ericsson Revolving Loan Program** *Standish and Ericsson:* Improved 33 owner-occupied and 8 rental properties; grants awarded up to \$2,500 each. *Total NRP investment: \$133,450.*

**Linden Hills Park Playground Revitalization** *Linden Hills:* Replaced tot lot equipment; installed new asphalt paths, landscaping, and park furniture. *Total NRP investment: \$196,530.*

## A Letter from the NRP Director

This progress report shows how the Minneapolis Neighborhood Revitalization Program moved from an innovative concept to an operating program providing services and resources to the neighborhoods of the city. Have we made progress? In 1992, the NRP expended almost \$2.9 million in our neighborhoods. We invested \$9.1 million in 1994. In June 1992, only 15 Minneapolis neighborhoods were developing plans. By February 1995, 10 neighborhood plans were approved and being implemented. And 69 of the remaining 71 neighborhoods were developing their plans.

**NRP Neighborhood Expenditures**  
(in \$000's)



As with any program that begins from scratch, it takes time to develop the planning process and learn how government staff can best support the efforts of residents. Along the way, there have been many bumps and challenges, but we have made changes to make the program more responsive, effective, and efficient. We have focused our efforts on building community by building partnerships, and we have emphasized implementation and change as the desired

outcome, not just the preparation of a plan.

Neighborhood plans can be blueprints for building a positive future for the city. They identify the concerns of residents and businesses and provide creative solutions. City residents and government staff have devoted enormous amounts of time and energy to developing these plans.

The job, however, is far from over. We are identifying the issues and problems, developing the solutions, and creating an environment for change. Now, we must concentrate on making the plans a reality. The private sector and the foundation community are becoming more involved in the program, but greater participation from them is needed. Addressing these two areas will be part of our focus during the next year.

No one part of our community can make Minneapolis a better place to live, work, learn, and play. The ambitious mission of the Minneapolis Neighborhood Revitalization Program can be accomplished, as this report shows, but not without all of us cooperating: residents, government staff, elected officials, community-based agencies, businesses, the religious community, and foundations. We will continue to work with you to make our neighborhoods and city a place where we all want to live.

Sincerely,

Robert D. Miller, Director  
March 1995





Photo: John Akre

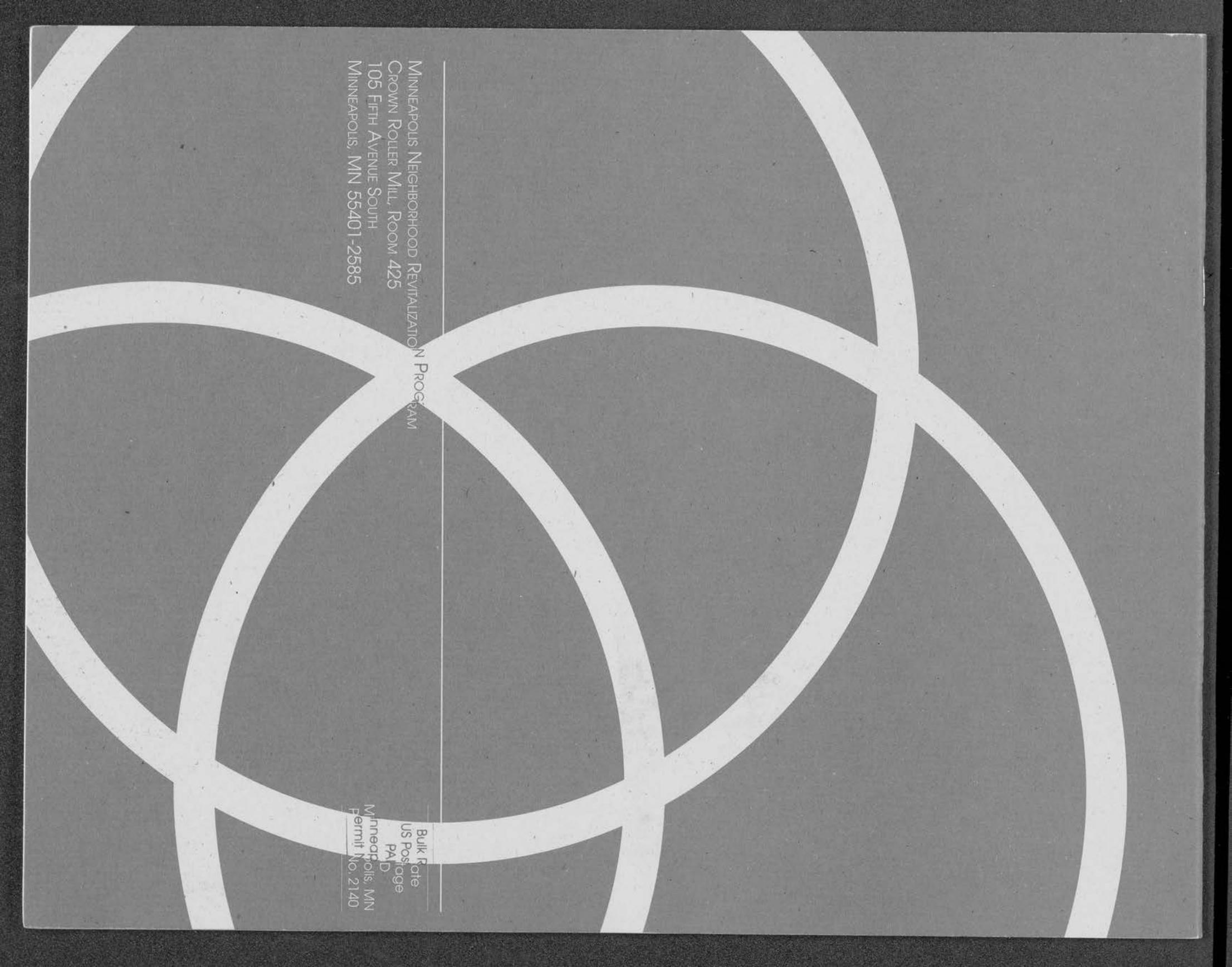
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Tel: 645-1775  
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GLORIA WINANS

934-4857

**EDUCATION AND HOUSING EQUITY PROJECT**  
**122 West Franklin Avenue, Suit 320**  
**Minneapolis, MN 55404**  
**PH 871-8980**  
**FX 871-8984**

**DATE:** March 25, 1997

**TO:** EHEP Board

**FROM:** Dick Little, Coordinator *Dick Little*

**SUBJECT:** Friday's Board Meeting

As you know, our board meeting will be this Friday at 12:00 Noon. I have reserved **Club Room B** at the **Hallie Q Brown/Martin Luther King Center** in St. Paul between **12:00 and 2:00 PM**. (Directions: take I-94 to Dale Street exit, go south 2 blocks to Iglehart, turn left (east) onto Iglehart. The Brown/King Center is at the end of the block. Park in one of the two lots adjacent to the Center.)

I have contacted Cecil's Deli and we can have an assortment of foods delivered to our meeting. I would need to order the food no later than Friday morning, so please let me know your preferences.

The agenda is attached, along with a draft position description for the Executive Director/Coordinator. You should already have received your copy of the revised draft discussion guide. A copy of the draft budget will be faxed to you by Thursday.

**EDUCATION AND HOUSING EQUITY PROJECT**

122 West Franklin Avenue, Suite 320

Minneapolis, MN 55404

PH 871-8980

FX 871-8984

**Board Meeting**

March 28, 1997

12:00 - 1:30 PM

Saint Paul, MN

Hallie Q Brown/ML King Center

Club Room B

**AGENDA**

1. 1997 Budget and Work Plan
2. Selection of a Permanent Director
3. Review of Revised Discussion Guide

# 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; *Only if sufficiently informed on issues*
- 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 and participants, and the media; supervising the research and writing of the Discussion Guide; coordinating the kick-off of the study circles; and assisting in the coordination and support of the study circles themselves.
- Overseeing EHEP's administration and organizational development, including fundraising, supervision of paid and unpaid staff, corporate recordkeeping, and Board development and support.

Requirements: Knowledge of issues -  
Reading relevant materials on an ongoing basis.  
Literature -  
Know the literature

**EDUCATION AND HOUSING EQUITY PROJECT**  
**122 West Franklin Avenue, Suite 320**  
**Minneapolis, MN 55404**  
**PH 871-8980**  
**FX 871-8984**

**DATE:** March 24, 1997

**TO:** EHEP Board

**FROM:** Dick Little, Coordinator

**SUBJECT:** Model Format for Discussion Guide

This memorandum is a sequel to the request for review of the draft discussion guide sent to you earlier today. Enclosed is a copy of a study circle guide prepared by MICAH several years ago intended to move along a much needed public conversation about housing choices in the metropolitan area. I have also included a copy of guidelines and table of contents of one of the Kettering Foundation's discussion forums. Although they differ from ours in subject matter and in the central questions asked, these examples illustrate the kind of model, in terms of format and brevity, that I think we are looking for in our discussion guide.

I bring these examples to your attention because I think we need to be as explicit as possible in instructing our writer (whether that person continues to be Syl Jones or someone else) about what we want the discussion guide to look like and what we want it to do. These examples can help us to do that and also help us to assure agreement among ourselves about what we are looking for. Please review the MICAH guide along with the draft by Syl Jones and let's discuss both at our board meeting on Friday. In the meantime, if you can put your finger on selected newspaper editorials, data pieces or excerpts from landmark reports that could be inserted into our guide in the same way such items were inserted into the MICAH guide, please bring them with you to the board meeting or mail them to me ASAP.

*Jed Shaw*  
*Robert Leach*

**EDUCATION AND HOUSING EQUITY PROJECT**

**122 West Franklin Avenue, Suite 320**

**Minneapolis, MN 55404**

**PH 871-8980**

**FX 871-8980**

**Date:** March 24, 1997

**To:** EHEP Board

**From:** Dick Little, Coordinator

**Subject:** Draft Discussion Guide

I have just received the draft discussion guide from Syl Jones and am enclosing it for your review. I am not satisfied that this is what we were looking for, however there may be elements of it that could be used in a good discussion guide. Please read it with that possibility in mind. Also, please note the memo from Syl. We need to decide what our next step is. Let's discuss this at Friday's board meeting. In the meantime, please feel free to call or fax me your reactions or suggestions – I am not sitting still on this and would like to take some action even before Friday's meeting.

*Mail*

*Nov. 10 9-11*

# Education & Housing Equity Project

Agenda for November 19, 1996

1. Welcome and Introductions:

## ACTION ITEMS

1. Hiring of new staff: Darcy and Travis, our first coordinators have moved on to other jobs. We must now hire staff to replace them. Our immediate needs are to have someone who can coordinate the kick-off of the Study Circle Collaborative scheduled for December 10<sup>th</sup>, 1996.

Options:

- a) One person versus sharing a position
- b) Full time versus part-time
- c) Hire person on a temporary contract to assist with start-up of study circles versus finding permanent staff

*Send resumes to all Board members - they comment -*

*Phone to MICAH*

Process and timeline to select staff:

*Shed Budget*

*to determine part-time or full-time cut-off Jan 15 - Mike*

- a) Who decides?
- b) When?
- c) How widely should we publicize position?

*Announce position in participating organizations.*

Some names of people that might be interested: Dick Little, Karen Yasser, Paul Carrizales, Dick Little, Jane Prince, others? *Nessie Gfarry*

2. Study Circle's Collaborative: Update, discussion, and determination of EHEP's role in the process

*Administrative*

3. ~~Fiscal Agent~~ arrangement with MICAH: Should we contract with MICAH to perform administrative functions of EHEP?

4. Other Items:

## DISCUSSION ITEMS

1. Fundraising Update:

Grants Received: Bremer -- \$50,000 over two years; Bush -- \$10,000 for study circle collaborative

2. Other Items:

# EDUCATION & HOUSING EQUITY PROJECT

## Memorandum

TO: Mike Anderson  
FROM: Darcy Seaver  
DATE: November 18, 1996  
RE: EHEP fundraising and finances

---

As you requested, this is a summary of our finances and fundraising efforts to date.

I've attached a report from Tim that shows the remaining funds from the Otto Bremer Foundation grant (which is also our overall balance). As you'll see, if we include the \$1,000 administrative fee to MICAH, we have \$455.64 left. I would recommend reserving as much of this as possible for expenses related to the study circle Discussion Guide printing and kick-off event costs. No additional funds will go to staff expenses.

The following summarizes the grant proposals we have submitted, and their status as of today:

### 1. Bush Foundation

- ▶ Request: \$10,000 (specifically for the Community Circle Collaborative)
- ▶ Submitted: 6/27/96
- ▶ Status: Received \$10,000

### 2. Otto Bremer Foundation

- ▶ Request: \$50,000 over two years
- ▶ Submitted: 9/1/96
- ▶ Status: Received \$50,000

### 3. Minneapolis Foundation

- ▶ Request: \$10,000 for one year
- ▶ Submitted: 9/15/96
- ▶ Status: No word; final notification date is supposed to be 12/1/96

### 4. Thorpe Foundation

- ▶ Request: \$5,000 for one year
- ▶ Submitted: 9/1/96
- ▶ Status: Rejected 10/3/96

### 5. McKnight Foundation

- ▶ Request: \$50,000 over two years
- ▶ Submitted: Letter of inquiry sent 9/1/96

- ▶ Status: Rejected (they are waiting to see the results of IRP's research)

**6. CURA Communiiversity Personnel Grants**

- ▶ Request: \$1,414.40 (in-kind in the form of graduate student, specifically for the development of the Discussion Guide)
- ▶ Submitted: 9/10/96
- ▶ Status: Approved; waiting for applicants

In addition, I would suggest that we consider submitting to the following funders in late 1996 and early 1997:

**1. Joyce Foundation (Chicago)**

- ▶ Filing deadline: 12/13/96, but letter of inquiry by 11/1/96

**2. Walker Foundation**

- ▶ Filing deadline: 12/1/96 (but they suggest sending it in at least two weeks before that)

**3. St. Paul Companies**

- ▶ Filing deadline: 12/15/96

**4. Bigelow Foundation**

- ▶ Filing deadline: 4/97, but letter of inquiry due in 12/96

**5. Hazen Foundation**

- ▶ Filing deadline: 1/15/97

**6. Grotto Foundation**

- ▶ Filing deadline: 2/97

**7. Phillips Family Foundation**

- ▶ Filing deadline: 3/97

As I mentioned, I would recommend improving our current grant proposal in the following ways:

- ▶ Adding more information in the "Need" section on the current political and legal situation here in the Twin Cities, better highlighting the timeliness of EHEP's work and the opportunities we have given things such as the NAACP and St. Paul school district lawsuits, the apparent interest among suburban superintendents and administrators in looking at options, the community schools initiative, the Met Council's growth options and housing work, etc. In the current draft, this is pretty vague and not quite as compelling as it could be. This is especially important if we

NOVEMBER 18, 1996

hope to get funding from outside the state (e.g., the Joyce Foundation in Chicago, which has been very supportive of such efforts in other, bigger cities but may look to the Twin Cities if we can point out how things are starting to look here).

- ▶ Adding more specifics about how we hope to go about building a coalition or other organizing. In fact, we may want to reconfigure the overall structure of the request. It now requests funding for (1) working and networking with existing coalitions to link the issues of housing and education, (2) building a broad-based coalition that works on the two issues simultaneously, and (3) continued community education/study circle work. The new Board may want to re-think this overall approach, then add better specifics in terms of strategy and tactics.
- ▶ Adding letters of support from folks such as the Minnesota Minority Education Partnership, Urban Coalition, SHARC, the Study Circle Resource Center (we have one of these already), the Institute on Race & Poverty, etc.

One final financial matter: there was some confusion with the IRS as to whether we needed to file employer tax forms. After a conversation with an IRS officer, Tim and I concluded that we don't need to file such forms yet (because technically Travis and I were employees of MICAH), but just this week we received a notice from the IRS wondering where our forms were. I wrote back, with copies of the older correspondence, and I've attached all of this for your reference.

I hope this covers everything you need. I hope, too, that I'm leaving things in a manageable state. Please always consider me available to answer any questions or provide additional information.

Thanks again for everything, Mike.

2-27-97

Book in agreement for arrangement with MICAH

11,000 Grant from NYS - for specific event

The Questions.

Nike: What is the impact of housing and regional  
classism

The Paradoxes

How to identify - what we have in common?

GatorMail-M for Corson, Ross

---

**To:** Corson, Ross  
**From:** JeremyIGG@aol.com  
**Date:** Fri, Dec 27, 1996 10:54 AM  
**Subject:** Re: Article

**RFC Header:**

Received: by dorseylaw.com with SMTP;27 Dec 1996 10:54:35 U  
Received: from emout13.mx.aol.com ([198.81.11.39]) by fwnt.dorseylaw.com  
via smtpd (for [170.112.253.3]) with SMTP; 27 Dec 1996 16:56:43 UT  
Received: by emout13.mail.aol.com (8.6.12/8.6.12) id LAA29173 for  
corson.ross@dorseylaw.com; Fri, 27 Dec 1996 11:52:08 -0500  
Date: Fri, 27 Dec 1996 11:52:08 -0500  
From: JeremyIGG@aol.com  
Message-ID: <961227115207\_1426051046@emout13.mail.aol.com>  
To: corson.ross@dorseylaw.com  
Subject: Re: Article

Here's the text; see you tomorrow.

December 26, 1996

Dear Dick Little,

Here is my response to the draft discussion guide:

General comment: I agree with nearly everything in it, and I'm afraid that that is what is wrong with it.

It is not clear who the intended audience is: is it everyone, on all sides of the housing issues, including the people in Maple Grove and other communities, who are resistant to low-income housing in their communities? Is it for the people who are not convinced from the onset that a "regional collaborative effort is needed to tackle these problems?" If so, this guide will not make them feel that they are participants in a fair and open conversation. Their perspective is hardly even represented.

Or is the intended audience simply like-minded liberals and progressives, who do share the point of view that the discussion materials take as their starting point? (This is not just a rhetorical question; maybe the time has come to focus on dialogue among those people who share the same values and goals, rather than on dialogue with people with whom we have fundamental disagreements.)

But even if the intended audience is the latter, it seems to me that it would be important to give a better representation to the points of view that one disagrees with, simply because they are points of view that one is going to have to deal with and respond to in the political process of working for integrated housing.

More specific comments:

Session 1: Although this session is only intended to introduce the topic, it would still be valuable to have a deliberative component in this session, i.e., an encounter of opposing views. So far, at least, the discussion materials only give the participants some data, not opposing views to wrestle with. Even if the deliberation part is mainly in the last session, it might be a good idea to give participants at least a preview of the choices that they will ultimately be wrestling with.

Nit: the charts and graphics that show percentages of people in poverty are fine, but the dot maps, such as figure 3, are misleading. Of course there are more poor people concentrated in the center of the map, because there are more people, period, concentrated in the center than in the outer ring of suburban and exurban areas. A map just showing overall population density would look very similar.

Session 2: I'm not sure that questions like "Do you value diversity?" are really like to produce interesting results. More focused questions might be helpful - I don't get the point of "Think about different types of communities...what comes to mind?"

Also, what is the point of asking which factor impacts this region the most? Is it that the participants can then test whether their "perceptions reflect reality" against THE correct answer, as suggested by the data contained in the study materials "Barriers to Economic Opportunity in the Twin Cities?"

Since most of the data deals with the lack of affordable housing, that leaves little doubt in my mind that the author of the materials believes that this is the single biggest factor. But this discussion of the issues listed is neither complete nor balanced. The paragraph about crime is argumentative, and not likely to be persuasive to people who actually moved to the suburbs because of a fear of crime - or because they were the victims of crime.

Session 3. Some of the discussion questions here, too, seem to invite "correct" answers. For example: "What happens if we fail to guarantee a decent education to all children? Does it affect only those children or does it affect all of society?" Not much room for deliberation on questions like those.

Session 5. Some of the advocates of deconcentration don't simply assume that it is the concentration of poverty, rather than poverty itself that is the problem; they have data to back up their claim. They might be wrong, but you can't simply rebut their argument by claiming that spreading poverty around just makes it less noticeable. The rest of the response to dispersal seems problematic too - of course, moving to a new area isn't an instant cure, but if the new area is where the jobs are, and

where there are better schools, then it is an important step in the right direction. Moreover, dispersal might benefit the people, schools, and neighborhoods that are left behind, if they become more socially and economically balanced as a result.

Advocates of the Laissez-faire position, assuming any of them show up, will probably have stopped participating long before you get to this point in the program, but they would probably object that they don't feel that the central cities are responsible for providing for their citizens' needs; rather, people are responsible for providing for themselves. I think they are totally misguided, but they aren't given their due in these materials.

It may be too late to do this, but I really think it would have been a good idea to recruit someone representing a conservative point of view to participate in the writing of these materials. I did that with Minnesota's Talking when I created study materials on Preserving the Core (the urban core) and on Corporate Responsibility, and in each case found conservatives who were willing to participate once they saw that the deck was not being stacked against them.

By the way, I asked for permission to send out letters inviting past Minnesota's Talking facilitators to participate in this project, and the initial response I got from a middle manager was that there was some concern that the Star Tribune would be perceived as advocating a position on these issues. If you think it would be helpful, I could try to appeal the decision to the managing editor; otherwise, I can get you a previously published list of names and phone numbers of these people, and somebody from your office could contact them.

My sources believe, but aren't certain, that Denise Johnson was the editorial writer who wrote the editorial endorsing this initiative.

If there is anything I can do to be helpful, please let me know.

Sincerely,

Jeremy Iggers

# EDUCATION & HOUSING EQUITY PROJECT

## Memorandum

TO: Mike Anderson; Barb Bearman; Institute on Race & Poverty (Jim Hilbert); Josie Johnson; Matt Little; Van Mueller; Georgina Stevens; Jerry Timian

FROM: Darcy Seaver 

DATE: October 1, 1996

RE: October 8, 1996 Board of Directors meeting

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Greetings and welcome! This is to remind you that the Board will be meeting on October 8<sup>th</sup> from 12:00 p.m. to 1:30 p.m. at the Hallie Q. Brown/Martin Luther King, Jr. Community Center in St. Paul. The address there is 270 North Kent Street.

Before the meeting, please return the attached form to let me know the following:

1. The box lunch you'd like me to order (menu attached).
2. How you'd prefer to be identified in the future as a Board member of the Equity Project.

I have also included the following background materials for you:

- ▶ For an overview of what we've been doing in our first year, as well as a description of what we propose to do over the next year, a copy of our current grant proposal to the Otto Bremer Foundation;
- ▶ Our mission statement and current activities as of this summer;
- ▶ A list of issues and organizational roles we have considered; and
- ▶ A combined 1995-1996 income & expense report, as of 8/31/96.

Feel free to contact me with any questions or comments you may have before the meeting. The number here at MICAH is 871-8980.

Thank you and again, welcome!

# 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 a metro-wide study circle and community forum project for Fall 1996 that will focus on the question: "How does racial and economic segregation of housing affect educational achievement and opportunities?" (*Anyone interested in further information about this should see one of us for an information packet that outlines the project and its current status*)

## Contact Information:

### *Staff:*

Travis Lee, Co-Coordinator  
Darcy Seaver, Co-Coordinator  
tel: 871-8980  
fax: 871-8994

### *Mailing address:*

122 West Franklin Ave, #320  
Minneapolis MN 55404

### *E-mail:*

seagan@bitstream.net

# 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

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.

### 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.

### 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 activist for racial and social justice; Barbara Bearman, 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; 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.

## 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 in fact 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 year, we propose to continue and expand our work in coalition building and public education. We want to take the public discussion about racial and

economic segregation and integration to neighborhood centers, public libraries, school buildings, places of business, living rooms, and backyards – the places where ordinary people live their lives and where the real task of building inclusive communities 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 year, 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.

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 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 they 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 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 create such opportunities for education and dialogue at several levels:

(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

strategies – the question: “How does racial and economic segregation of housing affect educational achievement and life opportunities?” This project will require: (1) building the Collaborative to include a broad a 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.

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. In addition, it 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.

## Education & Housing Equity Project

### Combined Income & Expense Report 1995 & 1996<sup>1</sup>

INCOME	1995	1996 (1/1/96-8/31/96)	TOTAL
Grants received (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 (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 & Meetings	0	\$175.01	\$175.01
Staff Expenses	0	\$5.75	\$5.75
Subscriptions & 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 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.

## Potential issues

### I. Education

- Desegregation Rule draft and enforcement
- Roundtable recommendations
- Metropolitan-wide school district
- Minneapolis Community Schools implementation
- NAACP lawsuit
- Resource allocation and priorities
- Community/parental involvement in schools
- Increasing numbers of teachers/staff of color

### II. Housing

- Hollman consent decree implementation
- Minneapolis Housing Principles
- Right to Housing Campaign
- Fair housing education/testing/enforcement
- Exclusionary zoning
- Investment and incentives in core city and multi-racial neighborhoods
- Resource allocation and priorities
- Livable Communities Act (current and next legislative session) and other Met Council gatekeeping and jurisdictional issues
- 50-30 Campaign and other homeownership efforts
- NRP housing initiatives

### III. Combined education & housing

- Minneapolis Community Schools & Housing Principles
- Linking Hollman resettlement to school opportunities
- Linking neighborhood NRP housing initiatives to school integration (e.g., encouraging neighborhoods to develop housing opportunities for families attending the school in the neighborhood but not currently living there)

## Potential roles for Education & Housing Equity Project

- Bring together smallish coalition of interested groups (MMEP, Urban Coalition, OSJ, etc.) to choose and work on 2-3 specific issues, building as we go
- Pick our 2-3 issues and build coalitions around each
- Work with existing coalitions (Alliance for Metro Stability, Right to Housing Campaign, deseg rule coalition, etc.) to push our issues and housing-schools linkage
- Act as networker - connecting existing groups/individuals, informing them of each others' work and resources, encouraging collaboration
- Focus on public education and community discussion (including in existing coalitions) for now as a means of (1) building support and energy for more direct activism and (2) building a constituency

# Community Circle Collaborative

## UPDATE

TO: All partners & interested parties

FROM: Darcy Seaver, Bruce Vandal, Dick Little, Jim McDonough, Fred Tenfingers, Nancy Smith, Hal Clapp, and Dutchess Harris

DATE: October 31, 1996

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Greetings to everyone! With apologies to those who haven't been briefed recently, we'd like to provide a quick update on where we are with our growing metro-wide dialogue project. For those who have *really* been out of the loop, a quick reminder that the goal of this project is to organize study circles throughout the metro community that will focus on the question of how racial and economic segregation of housing affects educational achievement and life opportunities.

Over the summer, the Working Group's energy went primarily toward fundraising, outreach, and compiling material for the *Discussion Guide*. At present, we are focusing on the kick-off event and all of the aspects of the project that need to be in place for that to be a good one. Most importantly, we have decided to push back the date of the event and the subsequent study circles (we had initially planned on kicking off the project late this month, with the study circles themselves beginning in October). Multiple reasons drove this rescheduling: we have insufficient resources at this point to pull such an event off well in such a short period; the Discussion Guide is far from finished; we want to hold a pilot study circle beforehand; we believe there is great potential for additional participation that we have not had the time yet to tap; and, perhaps most importantly, we want to do this well!

### The new timetable:

<b>November 5:</b>	<i>Discussion Guide</i> draft #1 ready
<b>November 7:</b>	Kick-off event invitations sent
<b>Nov 11 &amp; 18:</b>	Pilot study circle meets
<b>December 10:</b>	KICK-OFF EVENT
<b>December-January:</b>	Study circles organized; Facilitator training; <i>Discussion Guide</i> finalized
<b>January-February:</b>	STUDY CIRCLES TAKE PLACE!

The following is a more detailed update on all that has been going on:

**Partner recruitment.** We've been talking to many different groups and individuals over the past few months and have been very encouraged by the interest people have shown. In a wonderful development, Dr. Josie R. Johnson agreed to help guide and support the project as MIAR Co-Chair. We are delighted to have such a highly respected, inspiring educator and advocate involved in this work. Once again, thank you and welcome, Josie!

In addition, Mayor Sharon Sayles Belton has endorsed the project and agreed to help recruit George Latimer as a partner as well. Last week, Dick Little and Mike Anderson of MICAH talked to

George about the project, and he agreed to facilitate our kick-off event and larger community forum next spring. Thanks to Dick for all his continued work seeking out the support and endorsement of such luminaries. Their support has already proven to be a great help in giving the project visibility and credibility.

Other new and pending partners include: the St. Paul Human Rights Department and Commission; Rep. Myron Orfield; the MN Churches Anti-Racism Initiative (of the MN Council of Churches, the Greater Minneapolis Council of Churches, and the St. Paul Area Council of Churches); the Jewish Metropolitan Organizing Project; the Kettering Foundation; the Greater Minneapolis Day Care Association; the MIAR Housing Task Force; Southside Neighborhood Housing Services; the St. Louis Park Public Schools; the Edina Public Schools; the St. Louis Park Housing Redevelopment Authority; and the Golden Valley Human Rights Commission. In addition, we have met with larger umbrella groups - including the West Metro Education Project, the MN Housing Partnership, and Towards Tomorrow Together (a St. Paul area anti-racism coalition) - who have encouraged us to contact their individual members about participating.

We now need to do critical follow-up with the many individuals and organizations interested in but not yet fully committed to the project. This is time-consuming, difficult coordination work that should be made easier now that we have a more definite timetable. If you are interested in helping recruit partners - *particularly Sponsor groups that can help recruit participants and offer sites* - please contact Darcy at 871-8980. This is a huge need right now. We also need some assistance in contacting media folk who might be interested in participating in the project (e.g., talking to the Star Tribune or Pioneer Press and t.v. and radio stations).

We will be doing a large mailing to potential Sponsors and other partners in November to invite them to the kick-off event.

**Discussion Guide development.** With the help of Myron Orfield, the Institute on Race & Poverty, Macalester professor Carol Horton, and MICAH Board member Steve Van Kuiken, we have compiled and reviewed much if not all of the raw material for the *Discussion Guide*. In addition, many people have given input on the draft outline for the guide and the general structure of the discussions (thank you!).

We now need to draft the full *Guide*. Although we were beginning to worry that we wouldn't have the resources to finish this by the end of the year, we have been saved by the Institute on Race & Poverty, which graciously offered to direct one of its research assistants, Melissa, to spend a month writing the guide, for a targeted completion date of November 11<sup>th</sup> or so. Melissa is currently hard at work at this task. Thanks to the Communiversities Grant Program run by the CURA (the Center for Urban and Regional Affairs at the U of M), we will be hiring a graduate research assistant later this month to help Melissa draft and refine the Guide. Urban Coalition has also offered the services of one of its interns. Thank you to Dutchess Harris and Melissa at the IRP, CURA, and Nancy Smith at the Urban Coalition for this desperately needed help.

The draft Guide will be given a trial run in the pilot study circle, which we hope will take place in late November. In addition, we'd like as many people as possible to read through it and give us their feedback. If you'll have some time in mid-November to do this, please let us know!

**Fundraising.** Led by the indefatigable Fred Tenfingers at the Suburban Hennepin Anti-Racism Coalition and Bruce Vandal at the MN Minority Education Partnership, the fundraising team

submitted a good number of proposals this summer. Our proposals requested funding for staff support, Discussion Guide and other printing, kick-off event costs, interpreters, stipends for child care, and other expenses. We still await word on most of these proposals.

If you have any suggestions or can help in this effort, please contact Fred at 930-3356. One bit of good news came from MICAH: they have agreed to continue to provide office space and equipment even if other funding runs out. We are also hopeful that the Otto Bremer Foundation will again fund the Education & Housing Equity Project, which has committed half of its staff time to this project. The Equity Project did receive the good news this week that the Bush Foundation has awarded it a grant specifically for study circles, which will allow it to continue providing at least part-time staff support to the Collaborative.

We may need to continue to coordinate the project in the way we have so far (with very minimal staff support, which is part of the reason many of you have not heard from us for a while), but keep your fingers crossed. In the meantime, thanks to all the individuals and organizations that have contributed so much of their time and in-kind support.

**Kick-Off Event.** Originally slated for late September, this event has been rescheduled to December 10th, as explained above. We also agreed to shift its focus and scope somewhat: instead of a large, conference-like affair that would be preceded by a separate recruitment event for potential Sponsors, we have opted to collapse those events into one. Also, because of limited resources, we need to scale back and not attempt a full conference. Instead, the event will be an opportunity to introduce and attract potential Sponsors to the project, gain greater community and media visibility, and in general motivate and inspire everyone involved. Potential participants include Sponsors, partners already committed to the project, study circle participants, the media, facilitators, and funders.

We are very happy to announce that George Latimer will be the keynote speaker and emcee of sorts for this event! The event will also include presentations that highlight why these issues are important and why such dialogue is needed (by Curt Johnson, head of the Met Council, and Urban Coalition Executive Director Yusef Mgeni), as well as accounts from participants from the pilot study circle. We also hope to have on hand everything we need to sign up and equip Sponsors to do their part: recruiting participants and organizing the actual study circles. If you have any ideas for presenters or can help in this effort, please contact Jim McDonough at 870-9269. If you have ideas about what to include in the Sponsor packet or other materials to have on hand at the event, please contact Darcy at 871-8980.

**Pilot Study Circle.** As noted above, we hope to hold the pilot in early, for at least two sessions. The pilot is important for many reasons, and many of you have encouraged us to hold it as soon as possible. The pilot will allow us to test the draft *Guide*, build a clear sense of what these circles will entail, and have participants who can report on the experience at the kick-off event. If you are interested in participating in the pilot or know someone who would be, contact Hal Clapp (823-5216) or Nancy Smith at the Urban Coalition (348-8550).

**Facilitation.** This is another critically important part of the project. Thanks to the Study Circle Resource Center, the local study circle network, and Jim Addington at the MN Churches Anti-Racism Initiative, we have a wealth of information and expertise about contacting and training good facilitators. This month, Bruce Vandal of MMEP will begin looking into the specifics of how

we will train facilitators. If you have any suggestions for facilitation or training, please contact Bruce at 330-1509.

**Project name.** We are currently trying to get our creative juices flowing and think up snappy, descriptive name ideas for the project. Although Community Circle Collaborative is a great description for the partners working to organize the effort, a name that both describes what folks will be discussing in the study circles and grabs their attention seems to be needed. One idea thrown out to get us going: "Beyond busing: a metrowide dialogue about housing and education." Some feel strongly that this connotes an anti-busing message and therefore dislike it; others disagree that it implies this. Any other reactions? Any other suggestions?

I hope this provides an adequate briefing for everyone. We apologize again to those with whom we haven't been in touch. It's exciting to have so many people interested and involved, but also difficult to coordinate, and I hope you'll bear with us. Also, feel free to contact me at any time to find out what's going on or be directed to the right team. For quick reference, however, the following is a brief list of the team leaders:

<b>Partner Coordination &amp; Recruitment:</b>	Darcy Seaver, EHEP	871-8980
<b>Fundraising:</b>	Fred Tenfingers, SHARC	930-3356
<b>Discussion Guide/Research:</b>	Darcy Seaver, EHEP	871-8980
	Dutchess Harris & Melissa, IRP	626-2277
<b>Kick-Off and Publicity:</b>	Jim McDonough, Alliance	870-9269
<b>Advisory Group:</b>	Dick Little, MIAR	724-5662
<b>Pilot Study Circle:</b>	Hal Clapp, SSNHS	823-5216
	Nancy Smith, Urban Coalition	338-8550
<b>Facilitation/Sponsors:</b>	Bruce Vandal, MMEP	330-1509

Finally, a note about meetings. After six months of meeting as a large group, we have opted to limit the number and size of meetings to those focused on the work areas listed above. If you are interested in a particular activity, please contact the person listed. For overall updates or questions, contact Darcy at 871-8980. We'll also be updating folks this way as frequently as we can.

Having so many people involved may complicate things, but in a wonderful way, we think. Thanks again, everyone!

*Please pass a copy of this on to others in your organization, or others you think would be interested*

*If you haven't sent in your Pledge of Participation, please do so as soon as you can.*

*If you need a Pledge form, call Darcy at 871-8980.*

# Community Circle Collaborative

We need your help!

**Who do you know who might be interested in participating as a Sponsor group or as an individual participant in a study circle? We'll invite them to the Kick-Off Event.**

Please list contact names and addresses (if it's handy) and return to Darcy at MiCAH by October 31. Fax is 871-8984; Mailing address is 122 W. Franklin, #320, Minneapolis 55404. **Thank You!**

1. Contact Name:

Organization:

Address:

Phone:

2. Contact Name:

Organization:

Address:

Phone:

3. Contact Name:

Organization:

Address:

Phone:

4. Contact Name:

Organization:

Address:

Phone:

5. Contact Name:

Organization:

Address:

Phone:

6. Contact Name:

Organization:

Address:

Phone:

7. Contact Name:

Organization:

Address:

Phone:

8. Contact Name:

Organization:

Address:

Phone:

10-8-94

Nov. 12  
Dec. 10

EAEP-

Need

- 1. Way of evaluating (Recognition of Diversity Issues)

Nov. 22 - Kick off event - Conflict of Interest

CERA - Intern - 10 hr. week - work on discussion guide at IRP

Bremer - 2 yrs 50,000  
 Mpls - 1 yr 10,000

McKnight / Morpe } Rejected grant proposal -

- 2. New Staff People.

Darcy committed to helping with Study Coach Component (she will be full time with it)

- 3. Missing participants: Conventions

"TWIN CITIES APARTHEID" <sup>impacted</sup> Business Community; "STABILIZING"

- 4. Beyond Busing - need different phrase - Beyond Barriers "Toward Livable Community"

### Issues identified by participants

(at 4/2/96 meeting convened by the Housing & Education Equity Project)

#### MICAH

1. How to expand housing choice - where can we work together?

Legal Aid Need to be holistic: political, social, and economic approaches

1. Churches should be a primary place in which to organize
2. More involvement/collaboration on the Right to Housing Campaign (to put more money into both housing and schools)
3. MAPA's livable wage initiative/corporate welfare
4. Hollman lawsuit opportunities, including focus groups
5. Housing principles (need City Council support, political support through caucuses, etc.)

#### Suburban Hennepin Anti-Racism Coalition (SHARC)

1. Better education of community-based groups' constituencies about political activities, etc. - developing a community voice

#### Jewish Metropolitan Organizing Project (JMOP)

1. Lack of participation in the political process, especially around metro issues (including housing & education) -- need to organize this constituency, particularly in certain geographic areas

#### Minnesota Minority Education Partnership

1. Aggressive monitoring of the Minneapolis Public Schools (especially with the initiation of the community schools program)
2. Developing models for engaging and involving the community in all levels of school system
3. NAACP lawsuit - need to educate the community about what the lawsuit is and what its potential impact could be - such education would be important even if the lawsuit fails

#### CLUES

1. Priorities on resource allocation/distribution - where/how is the money being spent?
2. Encouragement of incentive programs, including for the middle class

#### NAACP (Barb Bearman and <sup>DPN</sup> Pat Schulman)

1. Emphasize education - talk about how housing affects education, including lifetime opportunities - need informed discussions to help people understand the connections
2. Repository of information - what info is needed for this coalition and for our constituencies
3. Need for more adults to be involved in children's' education
4. Will help in any efforts to educate the community about the lawsuit (Pat Schulman)

#### MN Fair Housing Center

1. Educate and organize about both education and housing

#### Dick Little (Mpls Planning Commission, MICAH, MIAR)

1. Race and class are intertwined - don't isolate one from the other
2. Study/strategy circles project

#### MN Council of Churches

1. Mobilization of the faith community - issues of justice
2. Need for more caring adults to be involved in the lives of children - need to create "systems of redundancy"
3. Work with the American Indian Division and its Horizons Unlimited program - a housing rehab program that uses apprentices

## Potential issues

### I. Education

- Desegregation Rule draft and enforcement
- Roundtable recommendations
- Metropolitan-wide school district
- Minneapolis Community Schools implementation
- NAACP lawsuit
- Resource allocation and priorities
- Community/parental involvement in schools
- Increasing numbers of teachers/staff of color

### II. Housing

- Hollman consent decree implementation
- Minneapolis Housing Principles
- Right to Housing Campaign
- Fair housing education/testing/enforcement
- Exclusionary zoning
- Investment and incentives in core city and multi-racial neighborhoods
- Resource allocation and priorities
- Livable Communities Act (current and next legislative session) and other Met Council gatekeeping and jurisdictional issues
- 50-30 Campaign and other homeownership efforts
- NRP housing initiatives

### III. Combined education & housing

- Minneapolis Community Schools & Housing Principles
- Linking Hollman resettlement to school opportunities
- Linking neighborhood NRP housing initiatives to school integration (e.g., encouraging neighborhoods to develop housing opportunities for families attending the school in the neighborhood but not currently living there)

## Potential roles for HEEP

- Bring together smallish coalition of interested groups (MMEP, Urban Coalition, OSJ, etc.) to choose and work on 2-3 specific issues, building as we go
- Pick our 2-3 issues and build coalitions around each
- Work with existing coalitions (Alliance for Metro Stability, Right to Housing Campaign, deseg rule coalition, etc.) to push our issues and housing-schools linkage
- Act as networker - connecting existing groups/individuals, informing them of each others' work and resources, encouraging collaboration
- Focus on public education and community discussion (including in existing coalitions) for now as a means of (1) building support and energy for more direct activism and (2) building a constituency

4/2/96

# Housing & Education Equity Project

## Mission Statement

The purpose of the Housing & Education Equity Project (HEEP) 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 a metro-wide study circle and community forum project for Fall 1996 that will focus on the question: "How does racial and economic segregation of housing affect educational achievement and opportunities?" (Anyone interested in further information about this should see one of us for an information packet that outlines the project and its current status)

122 West Franklin Ave, #320  
Minneapolis MN 55404  
tel: 871-8980  
fax: 871-8994  
e-mail: seagan@bitstream.net

### Staff:

Travis Lee, Co-Coordinator  
Darcy Seaver, Co-Coordinator

MEMORANDUM

TO: Board of Directors, File  
FROM: Travis and Darcy  
DATE: January 4, 1996  
RE: Proposed six-month work plan

---

The following is a proposed six-month work plan for our work for CIC. We have organized it first by task area and within that, by date:

***Part I: Building a broad-based coalition***

<u>Tasks</u>	<u>Timeline</u>	<u>Who</u>
1. Identify potential coalition members	12/13/95-1/31/96	All
2. Interview potential coalition members	12/15/95-1/15/96	Travis, Darcy
3. Hold initial coalition meeting	Mid-January	Travis, Darcy
a. Arrange for presenters		
b. Facilitate discussion, feedback		
4. Develop common agenda/issues	Mid-Jan thru 2/96	Travis
a. Develop overall principles of coalition		
b. Identify issues, including three specific, winnable ones (e.g., the fair housing campaign in West St. Paul, a specific legislative initiative, etc.)		
c. Develop strategies		
5. Work with coalition on issues, actions	2/96-6/96	Travis
6. Hold large public event (catalyst for both organizing work and study circle work)	Late 3/96, early 4/96	Travis, Darcy

***Part II: Conducting public education/discussion***

<u>Tasks</u>	<u>Timeline</u>	<u>Who</u>
1. With coalition, develop plan for this	2/96	Travis, Darcy
2. With coalition, identify potential leaders	2/96	Travis, Darcy
3. Gather/prepare supporting materials (text and video)	12/95-4/96	Travis, Darcy
4. Begin work on "study circles" (or variation thereof)	3/96-4/96	Darcy
a. Build working group of community leaders		
b. Hold study circle among working group		
c. Assist working group in recruiting organizers who can offer sites and/or recruit study circle participants		
d. Recruit potential study circle leaders		
e. Schedule simultaneous study circles		
f. Hold training session for leaders		

g. Hold "kickoff" event (this could be the same as the public event referred to above)

h. Assist in matching leaders, participants, and sites

- |    |   |           |        |
|----|---|-----------|--------|
| 5. | Hold larger public forums (panels, workshops, etc.) | 4/96-6/96 | Travis |
| 6. | Develop media contacts                              | 3/96-6/96 | Travis |

***Part III: Developing CIC as an organization***

Tasks

- |    | <u>Tasks</u>                 | <u>Timeline</u> | <u>Who</u>           |
|----|------------------------------|-----------------|----------------------|
| 1. | Finalize name                | By 1/15/96      | Travis, Darcy, Board |
| 2. | Expand Board                 | 2/96            | Current Board        |
| 3. | Apply for 501c(3) status     | Late 1/96-2/96  | Darcy                |
| 4. | Apply for additional funding | 2/96-6/96       | Darcy                |

Legislators

Judy Pappas

Carlos Mariani

Mindy Preiling

Betty McCallum (N.S.P.)

Mel Kentenza

Minnesota Justice Foundation 625-0777 625-1584

Therese Murray Hughes, Director

Minnesota Civil Liberties Union 522-2824

William Roth, Exec. Director

1021 W. Broadway

Mpls 55411

Mayim Robin Organization

44 St. + York - Friends Meeting House

"Committed to an urban Jewish presence" (Gelfand/94/Rev.)

Barbara Davis, Pres, 825-7589

Karen Gelfand 724-0701

The Humphrey Forum

Steve Sandell (offered HF assistance)

The Ray Wilkins Center For Human Relations and  
Social Justice 626-9496

Jennifer Myers - Chair

Southern Education Foundation (404) 523-0000  
Atlanta  
Robert Cronley

Business Interac (Mergers): City/County Seavore  
Durham, N.C.

Knoxville, TN

Louisville, KY - Chamber, <sup>who was</sup> involved. Don Knorr if they've  
taken a further position

Chattanooga, TN - Chamber involved.

Greenville, SC - What's their level of support for dereg.

Clarence Koni

U of Maryland, College Park

Head NSF - Human Capital development and urban  
education

Get support.

Teachers Assoc - Sunday  
Head Start

15-20 hrs. week PR sleep

2 Work Study Students  
Journalism Education

Coordinate meeting

Denny Shapiro } John Powell  
Lyle Baker }

Home: 7d. 229-8036

Call John Kostichack - Money for low suit  
Coordinate with experts \$200,000  
Knows what state has - data bases

My PPA  
NEO signed copy

File

Talk to  
John Skulman

PR person

Need a repository of info  
Track what opposition is saying  
Clipping service  
Part 2

Lon Emerling -

Paul Davis / Kersten / What is the occasion?

Phillips  
St. Paul  
Northwood  
Mpls Foundation  
McKnight

Local community  
Proctor  
Denmark Mills

9/29/95

# Information Person

Legal Defense Fund - Set up another corporation.  
Baro try. (Mike talking)

Director - Office out of MCAH

Mike to draw up a job description -  
Same by mid-November

★  
Mike to  
do this

Set up a meeting w/ John Powell and Dan + John Shulman  
Deil and  
PR person - Coordinator  
(Margaret Shulman)

★

Talk to Carol Johnson - Virginia

Oct ~~27~~<sup>26</sup> 10-11:30

BLB

1. Pull together on advisory meeting
2. Fund raise - up come to fulltime

\$20<sup>00</sup> / hr up to 1500<sup>00</sup> (Set up time sheets  
Use MCAH ~~set~~ forms)

★ Jew Foundations to talk to:

*Jim Herbert*  
*NAACP - contracts*  
*Vouchers*  
*Expand Board*

Agenda  
January 9, 1996

1. Updates

- Reflections about the new project
- Project update

*Amy Wells*

2. Work plan

- Proposed plan
- Points of clarification

3. Organizational name

- Name ideas

10-1-95

Do we want other parties = Amicus

Michael E. O'Neal (h) 870-1013

(w) 330-1095 Augsburg

872-4679 NTN - neighborhood

Transportation network -

→ CAC  
Help with materials  
& scenarios

PR -

1. Barb Nichols - Free Lance, works out of home

2. Marg Hols (David) Mpls. Public Schools -  
Metro Council Communications  
(until they down sized)

3. Judi Mollerus 928-6064

Producing materials - Sam Newland

Joan work 37,500 + 10,000 benefits

MATT CALL

~~Mike~~ 1

Op 2 - - Rinsom - What's happening  
get copy of

Whitefly - because there is concentration  
& poverty

How two pieces available when Ship is raised -

Bill - if requested to appear  
Call Dan →

Church - John

Vina Key - Institute

Study Economic Article

10-2595

Don <sup>☒</sup> Gone  
Nov. 6 '15

Nick O'Neil (working for no pay) - give him something

Von Mueller 30,000 - 40,000  
Jim Herbert

Jules Beck - ~~the~~ Civil Liberties Union - help w/ lawsuit

Remy -  
everything on the table - we have retained experts -

Barrag - kids are transported now

What is adequate education? -  
How does seg. relate - Segregated schools are predominantly  
poor -

What if blacks went all black school -  
We have frustrated attempts at seg.  
no data to support all poor schools -  
what are long term effects -

.....

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

122 West Franklin Avenue, Suite 320

Minneapolis, MN 55404

Tel: (612) 871-8980

Fax: (612) 871-8984

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

June 23 1997

Mr. Stephen Borer  
Sales and Use Tax Specialist  
MN Department of Revenue  
Mail Station 9904  
St. Paul, MN 55416-9904

Dear Mr. Borer:

Subject: Response to your letter of 6/17/97

Thank you for your quick response to our application and request for sales tax exemption for our nonprofit organization. Here is the additional information you requested to determine if our organization qualifies for exempt status.

1. Three largest 1997 donors

Otto Bremer Foundation \$25,000

Bush Foundation \$10,000

Minneapolis Foundation \$5,000

Saint Paul Foundation \$5,000

2. How the public finds out about our project

Local Media

- *Star Tribune* of the Twin Cities
  - Minnesota Public Radio (KNOW - 91.1 FM)
- .....

- Public Access Cable Television Channels 6 and 34

Newsletters

- *Beyond Busing/Choices for Community*
- *MICAH* Newsletter

Publications of organizations who are partners in the Community Circle Collaborative, a joint venture which has been created by the Education and Housing Equity Project

3. Our largest public activity in 1997 will likely be a *CITIZENS SUMMIT* on Housing, Education and Segregation in the Twin Cities Metropolitan Area jointly sponsored with the Minnesota Meeting and Minnesota Public Radio.
4. We do not lobby and we do not get involved in housing projects. The Housing and Education Equity Project is engaged primarily in education, research, communication and promoting civic action and 'community building' through a series of public forums and conversations.

We look forward to your favorable response to our application. If you have any further questions, please call me at 871-8980 or 724-5662.

Sincerely,

Richard C. Little  
Executive Director

Enclosures

**MINNESOTA** Department of Revenue

---

**Sales and Use Tax Division**

Mail Station 9904  
St. Paul, MN 55146-9904

Phone (612) 296-6184  
Fax (612) 296-1938

June 17, 1997

Pres. Mathew Little  
Education and Housing  
Equity Project  
Suite 320,  
122 W FRANKLIN AV  
MINNEAPOLIS MN 55404

Dear President Little:

Thank you for your Form ST-16, Application for Certificate of Exempt Status, requesting a sales tax exemption for your nonprofit organization. Please furnish the following information so we may determine whether or not your organization qualifies for exempt status.

1. Please name your three largest 1997 donors, and tell us the amounts donated. No addresses needed, just names and amounts.
2. How does the public find out about your Project ? For example, if the Project has ever been the subject of a newspaper article, even in a neighborhood newspaper, please send over a photo of any one such article.
3. What do you think your biggest public activity in '97 will be ?
4. Is your Project a lobby ? [ I don't think it is, but I have to ask. Also, it is only polite to mention that, along with housing projects, lobbies can't get the nonprofit certificate. ]

Thank you. To save us a little storage space, I'm returning the copy of your 1996 IRS letter.

Please send me this information within 30 days. If you do not reply within 30 days, we will assume you no longer wish to pursue applying for exempt status and your application will be closed.

We who work for the Department of Revenue strive to be responsive to taxpayer needs. If you have questions, please write or call me at (612) 296-6184.

Sincerely,

*Stephen Borer*  
Steve Borer  
Sales and Use Tax Specialist

encl.

MINNESOTA Department of Revenue

Sales and use tax

# Application for Certificate of Exempt Status

ST-16

Read instructions on back before completing this form.

Name of organization

EDUCATION AND HOUSING EQUITY PROJECT

Mailing address

122 WEST FRANKLIN AVENUE, SUITE 320

City

MINNEAPOLIS, MINNESOTA

State

Zip code

55404

Daytime phone

1612 871-8980

Check type of organization. Read instructions on back for information on what you need to include with your application.

- Church
- Parent-teacher or parent-teacher-student association (PTA, PTSA, PTO, etc.)
- Scout troop, Scout pack, 4-H club, or Camp Fire organization Location: \_\_\_\_\_ (city)
- Nonprofit private school, college, or university
- Hospital (federal, county, city, or nonprofit)
- Youth organization (YMCA, YWCA, youth athletic club, etc.)
- Senior citizen group

Other. List below the usual public activities of your organization. See instructions for requirements.

- COMMUNITY EDUCATION
- PUBLIC DISCUSSION AND DELIBERATION
- PROMOTION OF INCLUSIVE COMMUNITIES
- SUPPORT OF EQUAL ACCESS TO SCHOOLS AND HOUSING
- COLLABORATION WITH OTHER HOUSING, EDUCATION AND RELIGIOUS ORGANIZATIONS

Are donations to your organization deductible for Minnesota and federal income tax purposes?  Yes  No

Does your organization make retail sales of taxable items? (see instructions)  Yes  No

If you already have a sales tax permit, write your seven-digit number here

ATTACHED: 1) ROSTER OF EHEP BD. OF DIRECTORS, OFFICERS & PRINCIPAL STAFF  
2) EHEP ARTICLES OF INCORPORATION AS AMENDED & APPROVED BY M  
3) FEDERAL LTR. GRANTING EXEMPTION FROM INCOME TAX  
4) MOST RECENT INCOME & EXPENSE STATEMENTS

List names of principal officers and the office held by each.

Name	Title
<u>MATHEW LITTLE</u>	<u>PRESIDENT</u>
Name	Title
<u>BARBARA BEARMAN</u>	<u>SECRETARY</u>
Name	Title
<u>GEORGINA STEPHENS</u>	<u>TREASURER</u>
Name	Title

I certify that the above statements are correct to the best of my knowledge, that accompanying documents are true copies of original documents, and that I am authorized to sign this application.

Signature Richard C. Little Title DIRECTOR / COORDINATOR Date 6/5/97

Mail this application, and required attachments to: MN Dept. of Revenue, Mail Station 4453, St. Paul, MN 55146-4453

MINNESOTA Department of Revenue

Sales and use tax

# Application for Certificate of Exempt Status

ST-16

Read instructions on back before completing this form.

Name of organization

EDUCATION AND HOUSING EQUITY PROJECT

Mailing address

122 WEST FRANKLIN AVENUE, SUITE 320

City

MINNEAPOLIS, MINNESOTA

State

Zip code

55404

Daytime phone

612 871-8980

Check type of organization. Read instructions on back for information on what you need to include with your application.

- Church
- Parent-teacher or parent-teacher-student association (PTA, PTSA, PTO, etc.)
- Scout troop, Scout pack, 4-H club, or Camp Fire organization Location: \_\_\_\_\_ (city)
- Nonprofit private school, college, or university
- Hospital (federal, county, city, or nonprofit)
- Youth organization (YMCA, YWCA, youth athletic club, etc.)
- Senior citizens group

Other. List below the usual public activities of your organization. See instructions for requirements.

- COMMUNITY EDUCATION
- PUBLIC DISCUSSION AND DELIBERATION
- PROMOTION OF INCLUSIVE COMMUNITIES
- SUPPORT OF EQUAL ACCESS TO SCHOOLS AND HOUSING
- COLLABORATION WITH OTHER HOUSING, EDUCATION AND RELIGIOUS ORGANIZATIONS

Are donations to your organization deductible for Minnesota and federal income tax purposes?  Yes  No

Does your organization make retail sales of taxable items? (see instructions)  Yes  No

If you already have a sales tax permit, write your seven-digit number here \_\_\_\_\_

List names of principal officers and the office held by each.

Name	MATHEW LITTLE	Title	PRESIDENT
Name	BARBARA BEARMAN	Title	SECRETARY
Name	GEORGINA STEPHENS	Title	TREASURER

I certify that the above statements are correct to the best of my knowledge, that accompanying documents are true copies of original documents, and that I am authorized to sign this application.

Signature Richard C. Little Title DIRECTOR / COORDINATOR Date 6/5/97

Mail this application, and required attachments to: MN Dept. of Revenue, Mail Station 4453, St. Paul, MN 55146-4453

MINNESOTA Department of Revenue

Sales and use tax

# Application for Certificate of Exempt Status

ST-16

Read instructions on back before completing this form.

Name of organization

Education and Housing Equity Project (EHEP)

Mailing address

122 West Franklin Ave. Suite 320

City

Minneapolis Minnesota

State

Zip code

Daytime phone

(612) 871-8980

Check type of organization. Read instructions on back for information on what you need to include with your application.

- Church
- Parent-teacher or parent-teacher-student association (PTA, PTSA, PTO, etc.)
- Scout troop, Scout pack, 4-H club, or Camp Fire organization Location: \_\_\_\_\_ (city)
- Nonprofit private school, college, or university
- Hospital, federal, county, city, or nonprofit
- Youth organization (YMCA, YWCA, youth athletic club, etc.)
- Senior citizen group

Other. List below the usual public activities of your organization. See instructions for requirements.

- Community Education
- Public Discussion
- Promotion of Inclusive Communities
- Support of Equal Access to Schools + Housing
- Collaboration with other housing, education, and related organizations

Are donations to your organization deductible for Minnesota and federal income tax purposes?  Yes  No

Does your organization make retail sales of taxable items? (see instructions)  Yes  No

If you already have a sales tax permit, write your seven-digit number here \_\_\_\_\_

List names of principal officers and the office held by each.

Name	Title
Matthew Little	President
Barbara Bearman	Secretary
Georgina Stephens	Treasurer

I certify that the above statements are correct to the best of my knowledge, that accompanying documents are true copies of original documents, and that I am authorized to sign this application.

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

Mail this application, and required attachments to: MN Dept. of Revenue, Mail Station 4453, St. Paul, MN 55146-4453

Dede - 6/17/97

Here's the  
completed

Form for  
State Exempt  
Status -

Need signature  
+ Attachments  
Dede

## Instructions for Form ST-1.6

Under state law, some nonprofit groups may purchase certain kinds of items without paying sales tax. These groups must have a Certificate of Exempt Status in order to make tax-free purchases. The certificate is good only for purchases made by the nonprofit group; it does not allow the group to sell items without collecting sales tax.

Not all nonprofit groups are eligible for exempt status, and some eligible groups do not need to complete this form. Read the list below to determine if your group is eligible, and if you should use this form.

Use this form if your group is:

- Organized and operated exclusively for charitable, religious, or educational purposes; or
- A senior citizen group that is organized for pleasure, recreation, or other nonprofit purpose. The group must limit membership to those who are age 55 years or older or are physically disabled.

Do not use this form if your group is a:

- Civic association, chamber of commerce, business or union organization, fraternal or recreational group, professional society, or social club. These types of groups are not eligible for an exemption.
- Veteran organization or auxiliary. You must use Form ST-18.
- Federal government agency. A purchase order or payment voucher to the vendor showing that the purchaser is a federal agency is sufficient. (Most state and local government agencies are not exempt.)

### Completing this form

#### Name and address

Fill in the name of your organization as you want it to appear on your Certificate of Exempt Status, your mailing address, and daytime phone number. If the organization does not have an official phone number, fill in the phone number of the person signing the application.

#### Type of organization

You must provide the information and documents listed below for your type of organization. Send the requested material with your application.

**Churches:** New churches must attach a complete "church directory" newspaper page showing the church listing, or a photocopy of the IRS exemption letter.

**Scouting associations, etc.:** On the front of this form, fill in the city in which the pack or troop is located.

**Nonprofit private schools, colleges, and universities; hospitals; and youth organizations:** Enclose a copy of the articles of incorporation or other written document by which your organization was created.

**Senior citizen groups:** Enclose a copy of the articles of incorporation or constitution, and by-laws. The articles or constitution must include a dissolution provision, and the by-laws should show that the membership is limited to senior citizens who are age 55 years or older or are under 55 years of age but are physically disabled.

**Other organizations not listed above (except parent-teacher and parent-teacher-student associations):** Enclose a copy of the

- 1 articles of incorporation, a copy of your
- 2 federal letter granting exemption from income tax, if any, and an income and
- 3 expense statement for your last accounting period.

#### Principal officers

Fill in the names and titles of the main officers of your organization.

#### Organization information

**Are donations deductible?** Your Minnesota or federal letter granting exemption from income tax will state if donations to your organization are or are not deductible for income tax purposes. If the answer is "no," send us a copy of your IRS denial and/or an explanation of your income tax exemption status.

**Do you make retail sales?** If your organization makes retail sales, you may need a sales tax permit. To register for a permit, call the Department of Revenue at (612) 282-5225 or toll-free 1-800-627-3529. For TDD, contact Minnesota Relay at (612) 297-5353 or 1-800-627-3529. When you call, you will be asked to provide information about your business so that a Minnesota tax ID number can be issued over the phone. If additional information is necessary, you will be sent forms to complete and return.

If you already have a permit, fill in your seven-digit sales tax number.

#### Information and assistance

If you need help completing this application, or if you have questions about taxable and exempt sales, or if you don't know if you need a sales tax permit, call (612) 296-6181 or toll-free 1-800-657-3777. For TDD, contact Minnesota Relay at (612) 297-5353 or 1-800-627-3529.

**Certificate of Exempt Status**  
Exempt organizations

ST-17

Metropolitan Interfaith Council  
on Affordable Housing  
suite 320  
122 West Franklin Avenue  
Minneapolis MN 55404

Certificate number

**ES** 33795

Date issued

May 26, 1993

The organization above is exempt from sales and use tax under Minnesota law on purchases, rentals, and leases of merchandise and services to be used exclusively in the performance of charitable, religious, or educational functions. For senior citizen groups, the merchandise must be used in the pleasure, recreation, or other nonprofit functions of the group. This exemption does not apply to purchases of meals, lodging, motor vehicles, or waste collection and disposal services. (M.S. 297A.25, subd. 16)

Commissioner of Revenue

by



P. R. Blaisdell, Supervisor  
Taxpayer Information Division

If you have any questions, call the MN Department of Revenue at (612) 296-6181 or toll-free 1-800-657-3777.

## Attachments

- ① Articles of Incorporation
- ② Federal letter Granting Exemption  
from Income Tax
- ③ Income / Expense Statement from  
last Accounting Period.



# Memo

**To:** Education & Housing Equity Board of Directors  
**From:** Tim Sullivan  
**Date:** February 27, 1997  
**Re:** Fiscal relationship between MICAHA and EHEP

---

Now that EHEP has become its own independent 501(c)3 organization, we must redefine the relationship between EHEP and MICAHA. Ultimately, this relationship will be spelled out in contract form, but I wanted to let you know my thoughts first.

It has been proposed that MICAHA act as a true "fiscal agent" for EHEP. In this arrangement, MICAHA will provide the following at the approximate costs noted:

- 1) Administrative support services: Bookkeeping, payroll, producing financial statements, etc.  
Cost: Time of administrative director at \$17.80/hour for approximately 7 hours per month
- 2) Office space  
Cost: 20% of monthly rent = \$75.10/month
- 3) Local telephone service  
Cost: 20% of local phone bill = 29.70/month
- 4) Use of office equipment such as computers, phones & fax  
Cost: 20% of equipment depreciation. There will be no charge to EHEP for this.

Taken together, these costs amount to about \$225 per month. That is what I am proposing as MICAHA's fee for the above services.

In addition, MICAHA will bill EHEP for the following on a monthly basis:

- 1) Copies at \$.05/copy
- 2) Long distance phone calls at cost
- 3) Postage charged to MICAHA's account at cost
- 4) Any office supplies that MICAHA pays for at cost

I hope that this lays out some of the basics of our fiscal relationship. Overall, this arrangement should be set up so that MICAH is not making a profit from the relationship. We also do not want to lose a substantial amount of money. If either of these is the case, we should be able to amend the contract to take actual expenses into account.

This agreement will be retroactive to November 1, 1996. That is when Dick started working on the Community Circle Collaborative and EHEP had obtained their 501(c).

We still need to close out the "program sponsorship" phase of the relationship. EHEP ended up spending almost the full amount of the \$20,000 Otto Bremmer grant. There was about \$500 that MICAH will probably retain as an administrative fee and to cover other costs not charges to EHEP such as copies. The informal agreement was for MICAH to retain 5% of the grant or \$1,000.

Hopefully, we can have a contract worked out by MICAH's March 6<sup>th</sup> Board meeting. If the MICAH Board approves the contract, it will be brought to the EHEP Board for approval soon thereafter.

# 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

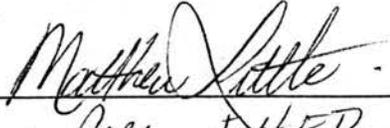
- 2.1 Relationship of Parties. In making and performing this Agreement, the parties hereto act and shall act at all times as independent contractors. Nothing in this Agreement shall be construed or implied to create an employment relationship, partnership or joint venture among the parties. Nothing contained 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: Pres., EHEP.

# Fund Certification Agreement

**Effective Date of Agreement:** November 1, 1997

## 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 310, 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.
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  - 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 \$330 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: Richard C. Little

Its: EXECUTIVE DIRECTOR

Education & Housing Equity Project  
Balance Sheet  
June 30, 1997

ASSETS

Current Assets		
Cash in Checking	\$	<u>17,542.72</u>
Total Current Assets		17,542.72
Property and Equipment		<u>                    </u>
Total Property and Equipment		0.00
Other Assets		<u>                    </u>
Total Other Assets		0.00
Total Assets	\$	<u><u>17,542.72</u></u>

LIABILITIES AND CAPITAL

Current Liabilities		
Payroll taxes payable	\$	<u>235.35</u>
Total Current Liabilities		235.35
Long-Term Liabilities		<u>                    </u>
Total Long-Term Liabilities		0.00
Total Liabilities		235.35
Capital		
Net Income		<u>17,307.37</u>
Total Capital		17,307.37
Total Liabilities & Capital	\$	<u><u>17,542.72</u></u>

Education & Housing Equity Project  
Balance Sheet  
December 31, 1997

ASSETS

Current Assets		
Cash in Checking	\$ 9,827.47	
Total Current Assets		9,827.47
Property and Equipment		
Total Property and Equipment		0.00
Other Assets		
Total Other Assets		0.00
Total Assets	\$	<u>9,827.47</u>

LIABILITIES AND CAPITAL

Current Liabilities		
Payroll taxes payable	\$ 495.86	
Total Current Liabilities		495.86
Long-Term Liabilities		
Total Long-Term Liabilities		0.00
Total Liabilities		<u>495.86</u>
Capital		
Net Income	9,331.61	
Total Capital		<u>9,331.61</u>
Total Liabilities & Capital	\$	<u>9,827.47</u>

Education & Housing Equity Project  
Income Statement  
For the Twelve Months Ending December 31, 1997

	Current Month		Year to Date	
<b>Revenues</b>				
Foundations & Corporations	0.00	0.00	55,800.00	100.00
Individuals	0.00	0.00	0.00	0.00
Earned income	0.00	0.00	0.00	0.00
Miscellaneous	0.00	0.00	0.00	0.00
<b>Total Revenues</b>	<b>0.00</b>	<b>0.00</b>	<b>55,800.00</b>	<b>100.00</b>
<b>Cost of Sales</b>				
<b>Total Cost of Sales</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Gross Profit</b>	<b>0.00</b>	<b>0.00</b>	<b>55,800.00</b>	<b>100.00</b>
<b>Expenses</b>				
Wages	1,275.00	0.00	24,852.50	44.54
Payroll taxes	97.54	0.00	2,628.79	4.71
Fringe Benefits	0.00	0.00	0.00	0.00
Professional Services	1,000.00	0.00	7,233.47	12.96
Local Auto	0.00	0.00	33.41	0.06
Staff Expense	0.00	0.00	23.03	0.04
Staff Development	245.00	0.00	485.00	0.87
Resource Development	0.00	0.00	0.00	0.00
Fiscal Agent fees	0.00	0.00	2,250.00	4.03
Office Supplies	0.00	0.00	484.59	0.87
Equipment	0.00	0.00	1,738.00	3.11
Postage	14.14	0.00	1,510.68	2.71
Conferences & Meetings	68.28	0.00	1,126.18	2.02
Printing	322.88	0.00	3,850.83	6.90
Telephone	56.24	0.00	204.33	0.37
Miscellaneous	0.00	0.00	47.58	0.09
<b>Total Expenses</b>	<b>3,079.08</b>	<b>0.00</b>	<b>46,468.39</b>	<b>83.28</b>
<b>Net Income</b>	<b>\$ &lt;3,079.08&gt;</b>	<b>0.00</b>	<b>\$ 9,331.61</b>	<b>16.72</b>



**MINNESOTA SECRETARY OF STATE  
ANNUAL REGISTRATION  
MINNESOTA NONPROFIT CORPORATION**

*Minnesota Statutes Chapter 317A*

**THE ANNUAL REGISTRATION MUST BE FILED NO LATER THAN DECEMBER 31 OF EACH YEAR.**

1. Corporate Charter Number <b>X 1L-943</b>
2. Corporate Name <b>EDUCATION AND HOUSING EQUITY PROJECT</b>
3. Registered Office Address (Complete street address, or rural route and rural route box number.) <b>122 W FRANKLIN AVE #320 MPLS MN 55404</b>
4. Registered Agent (required only if an agent is listed in the original articles of incorporation or subsequent amendments) <b>NONE</b>

**PLEASE READ ALL INSTRUCTIONS BELOW**

A pre-printed Annual Registration is sent to the registered office address on file with the Secretary of State before July of each year.

**Items 1 through 4, if pre-printed** list information currently on file with the Office of the Secretary of State.

**If items 2 through 4 are no longer current**, you must complete the amendment of articles of incorporation found on the reverse side of this form and pay the applicable fee.

**Complete items 5 through 7, and sign below.**

5. Name of Corporate President (please print) <b>MATHEW LITTLE</b>
6. Does this corporation own, lease, or have any financial interest in agricultural land or land capable of being farmed in Minnesota? (check one) Yes ___ No <b>X</b>
7. Name and Daytime Telephone number of contact person for the corporation: <b>DICK LITTLE (612) 871-8980</b>

*The corporate president is the person in charge of day to day activities, meetings and/or who signs documents on behalf of the corporation.*

Signature of authorized officer or representative

*Richard C. Little*

Signature

**JUNE 11, 1997**

Date

**There is no fee for filing the Annual Registration;** however, failure to file the registration will result in the loss of corporate good standing and will require a \$25.00 reinstatement fee. Failure to file an Annual Registration for three consecutive years will result in the statutory dissolution of the corporation by the Secretary of State.

If you have any questions, please contact the Secretary of State's office at (612)296-2803.

Return this form to:

**Secretary of State/Records Processing Section  
180 State Office Building  
100 Constitution Ave.  
St. Paul, MN 55155-1299**

The Secretary of State's Office does not discriminate on the basis of race, creed, color, sex, sexual orientation, national origin, age, marital status, disability, religion, reliance on public assistance or political opinions or affiliations in employment or the provision of services. This document can be made available in alternative formats, such as large print, Braille or audio tape, by calling (612)296-2803/Voice. For TTY communication, contact the Minnesota Relay Service at 1-800-627-3529 and ask them to place a call to (612)296-2803.



# MINNESOTA SECRETARY OF STATE AMENDMENT OF ARTICLES OF INCORPORATION

READ INSTRUCTIONS LISTED BELOW, BEFORE COMPLETING THIS FORM.

1. Only complete the "Amendment of Articles of Incorporation" form if you are making changes to items 2-4 of the "Annual Registration" form (reverse side).
2. Type or print in black ink.
3. There is a \$35.00 fee payable to the Secretary of State for filing this "Amendment of Articles of Incorporation".
4. Return Completed Amendment Form and Fee to the address listed on the bottom of the form.

CORPORATE NAME: (List the name of the company prior to any desired name change)

This amendment is effective on the day it is filed with the Secretary of State, unless you indicate another date, no later than 30 days after filing with the Secretary of State.

The following amendment(s) of articles regulating the above corporation were adopted: (Insert full text of newly amended article(s) indicating which article(s) is (are) being amended or added.) If the full text of the amendment will not fit in the space provided, attach additional numbered pages. (Total number of pages including this form \_\_\_\_.)

ARTICLE \_\_\_\_\_

DICK LITTLE

Richard C. Little

JUNE 11, 1997

OSPS - ITS (SD)

This amendment has been approved pursuant to *Minnesota Statutes chapter 302A or 317A*. I certify that I am authorized to execute this amendment and I further certify that I understand that by signing this amendment, I am subject to the penalties of perjury as set forth in section 609.48 as if I had signed this amendment under oath.

(Signature of Authorized Person)

If you have any questions please contact the Secretary of State's office at (612)296-2803.

**RETURN TO:**

Secretary of State/Records Processing Section  
180 State Office Bldg., 100 Constitution Ave.  
St. Paul, MN 55155-1299

**FOR OFFICE USE ONLY**

INTERNAL REVENUE SERVICE  
DISTRICT DIRECTOR  
1100 COMMERCE STREET  
DALLAS, TX 75242

DEPARTMENT OF THE TREASURY

Date: **AUG 16 1998**

EDUCATION & HOUSING EQUITY PROJECT  
C/O MICAH  
122 WEST FRANKLIN AVENUE SUITE 320  
MINNEAPOLIS, MN 55404

Employer Identification Number:  
41-1842393  
Case Number:  
366164034  
Contact Person:  
MS. Y. ABSTON  
Contact Telephone Number:  
(312) 886-6532  
Accounting Period Ending:  
December 31  
Foundation Status Classification:  
SEE SECOND PARAGRAPH  
Advance Ruling Period Begins:  
February 24, 1995  
Advance Ruling Period Ends:  
December 31, 1999  
Addendum Applies:  
No

Dear Applicant:

Based on information you supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and contributors may continue to rely on the advance determination until we make a final determination of your foundation status.

If we publish a notice in the Internal Revenue Bulletin stating that we

Letter 1045 (DO/CG)

EDUCATION & HOUSING EQUITY PROJECT

will no longer treat you as a publicly supported organization, grantors and contributors may not rely on this determination after the date we publish the notice. In addition, if you lose your status as a publicly supported organization, and a grantor or contributor was responsible for, or was aware of, the act or failure to act, that resulted in your loss of such status, that person may not rely on this determination from the date of the act or failure to act. Also, if a grantor or contributor learned that we had given notice that you would be removed from classification as a publicly supported organization, then that person may not rely on this determination as of the date he or she acquired such knowledge.

If you change your sources of support, your purposes, character, or method of operation, please let us know so we can consider the effect of the change on your exempt status and foundation status. If you amend your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, let us know all changes in your name or address.

As of January 1, 1984, you are liable for social security taxes under the Federal Insurance Contributions Act on amounts of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the private foundation excise taxes under Chapter 42 of the Internal Revenue Code. However, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please let us know.

Donors may deduct contributions to you as provided in section 170 of the Internal Revenue Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Donors may deduct contributions to you only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, gives guidelines regarding when taxpayers may deduct payments for admission to, or other participation in, fundraising activities for charity.

You are not required to file Form 990, Return of Organization Exempt From Income Tax, if your gross receipts each year are normally \$25,000 or less. If you receive a Form 990 package in the mail, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If you are required to file a return you must file it by the 15th day of the fifth month after the end of your annual accounting period. We charge a penalty of \$10 a day when a return is filed late, unless there is reasonable

EDUCATION & HOUSING EQUITY PROJECT

cause for the delay. However, the maximum penalty we charge cannot exceed \$5,000 or 5 percent of your gross receipts for the year, whichever is less. We may also charge this penalty if a return is not complete. So, please be sure your return is complete before you file it.

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, we will assign a number to you and advise you of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

In accordance with section 508(a) of the Code, the effective date of this determination letter is February 24, 1995.

This determination is based on evidence that your funds are dedicated to the purposes listed in section 501(c)(3) of the Code. To assure your continued exemption, you should keep records to show that funds are spent only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), you must have evidence that the funds will remain dedicated to the required purposes and that the recipient will use the funds for those purposes.

If you distribute funds to individuals, you should keep case histories showing the recipients' names, addresses, purposes of awards, manner of selection, and relationship (if any) to members, officers, trustees or donors of funds to you, so that you can substantiate upon request by the Internal Revenue Service any and all distributions you made to individuals. (Revenue Ruling 56-304, C.B. 1956-2, page 306.)

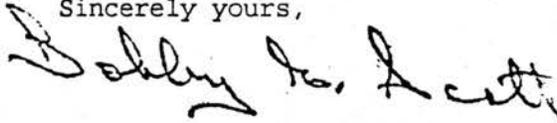
If we said in the heading of this letter that an addendum applies, the addendum enclosed is an integral part of this letter.

Because this letter could help us resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

EDUCATION & HOUSING EQUITY PROJECT

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

A handwritten signature in cursive script that reads "Bobby E. Scott". The signature is written in dark ink and is positioned to the right of the typed name.

Bobby E. Scott  
District Director

Enclosure(s):  
Form 872-C

INTERNAL REVENUE SERVICE  
DISTRICT DIRECTOR  
1100 COMMERCE STREET  
DALLAS, TX 75242

DEPARTMENT OF THE TREASURY

Date: **AUG 16 1996**

EDUCATION & HOUSING EQUITY PROJECT  
C/O MICAH  
122 WEST FRANKLIN AVENUE SUITE 320  
MINNEAPOLIS, MN 55404

Employer Identification Number:  
41-1842393  
Case Number:  
366164034  
Contact Person:  
MS. Y. ABSTON  
Contact Telephone Number:  
(312) 886-6532  
Accounting Period Ending:  
December 31  
Foundation Status Classification:  
SEE SECOND PARAGRAPH  
Advance Ruling Period Begins:  
February 24, 1995  
Advance Ruling Period Ends:  
December 31, 1999  
Addendum Applies:  
No

Dear Applicant:

Based on information you supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and contributors may continue to rely on the advance determination until we make a final determination of your foundation status.

If we publish a notice in the Internal Revenue Bulletin stating that we

Letter 1045 (DO/CG)

EDUCATION & HOUSING EQUITY PROJECT

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If you are required to file a return you must file it by the 15th day of the fifth month after the end of your annual accounting period. We charge a penalty of \$10 a day when a return is filed late, unless there is reasonable

EDUCATION & HOUSING EQUITY PROJECT

cause for the delay. However, the maximum penalty we charge cannot exceed \$5,000 or 5 percent of your gross receipts for the year, whichever is less. We may also charge this penalty if a return is not complete. So, please be sure your return is complete before you file it.

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You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, we will assign a number to you and advise you of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

In accordance with section 508(a) of the Code, the effective date of this determination letter is February 24, 1995.

This determination is based on evidence that your funds are dedicated to the purposes listed in section 501(c)(3) of the Code. To assure your continued exemption, you should keep records to show that funds are spent only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), you must have evidence that the funds will remain dedicated to the required purposes and that the recipient will use the funds for those purposes.

If you distribute funds to individuals, you should keep case histories showing the recipients' names, addresses, purposes of awards, manner of selection, and relationship (if any) to members, officers, trustees or donors of funds to you, so that you can substantiate upon request by the Internal Revenue Service any and all distributions you made to individuals. (Revenue Ruling 56-304, C.B. 1956-2, page 306.)

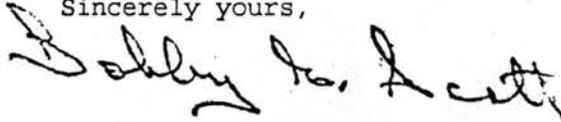
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Because this letter could help us resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

EDUCATION & HOUSING EQUITY PROJECT

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

A handwritten signature in cursive script that reads "Bobby E. Scott". The signature is written in dark ink and is positioned to the right of the typed name.

Bobby E. Scott  
District Director

Enclosure(s):  
Form 872-C

**Consent Fixing Period of Limitation Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code**

(Rev. July 1993)

To be used with Form 1023. Submit in duplicate.

Department of the Treasury  
Internal Revenue Service

(See instructions on reverse side.)

Under section 6501(c)(4) of the Internal Revenue Code, and as part of a request filed with Form 1023 that the organization named below be treated as a publicly supported organization under section 170(b)(1)(A)(vi) or section 509(a)(2) during an advance ruling period,

Education & Housing Equity Project

(Exact legal name of organization as shown in organizing document)

122 W Franklin Ave #320 Minneapolis MN 55404

(Number, street, city or town, state, and ZIP code)

} and the  
District Director of Internal Revenue, or Assistant Commissioner (Employee Plans and Exempt Organizations)

Consent and agree that the period for assessing tax (imposed under section 4940 of the Code) for any of the 5 tax years in the advance ruling period will extend 8 years, 4 months, and 15 days beyond the end of the first tax year.

However, if a notice of deficiency in tax for any of these years is sent to the organization before the period expires, the time for making an assessment will be further extended by the number of days the assessment is prohibited, plus 60 days.

Ending date of first tax year ..... December 31, 1995

(Month, day, and year)

Name of organization (as shown in organizing document)	Date
Education & Housing Equity Project	May 30 <sup>01</sup> , 1996
Officer or trustee having authority to sign	
Signature ▶ <i>Michael Amb</i>	Title ▶ Treasurer
<b>For IRS use only</b>	
District Director or Assistant Commissioner (Employee Plans and Exempt Organizations)	Date
<i>Bobby R. Acitt</i>	AUG 14 1996

By ▶ *W. Richardson, Manager*

INTERNAL REVENUE SERVICE  
DISTRICT DIRECTOR  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **DEC 29 1997**

Employer Identification Number:  
41-1883891  
DLN:  
17053288054007  
Contact Person:  
[REDACTED]  
Contact Telephone Number:  
[REDACTED]  
Accounting Period Ending:  
December 31  
Foundation Status Classification:  
170(b)(1)(A)(vi)  
Advance Ruling Period Begins:  
September 5, 1997  
Advance Ruling Period Ends:  
December 31, 2001  
Addendum Applies:  
Yes

Dear Applicant:

Based on information you supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and contributors may continue to rely on the advance determination until we make a final determination of your foundation status.

If we publish a notice in the Internal Revenue Bulletin stating that we

Letter 1045 (DO/CG)

# EXECUTIVE DIRECTOR EDUCATION AND HOUSING EQUITY PROJECT

## **EHEP Mission Statement**

The purpose of the Education and 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 ethnic backgrounds access to school and housing throughout the metropolitan area.

## **Qualifications**

- Demonstrated ability to work well within a group process that involves individuals from diverse faith, economic, and racial backgrounds
- Knowledge of educational issues in the metropolitan area
- Knowledge of housing issues in the metropolitan area
- Excellent writing and verbal communication skills, including public speaking
- Experience with fund raising and grant writing
- Knowledge of Minnesota's nonprofit sector and philanthropic community
- Experience working with boards and committees
- Financial management skills
- Significant and successful experience in political advocacy and community organizing

## **Major Job Responsibilities**

### **Community Relations**

- Understand and effectively articulate and carry out the EHEP Board's mission, priorities, and policies
- Assist in mobilizing the metropolitan community in efforts to desegregate the schools and promote fair housing practices throughout the metropolitan area
- Build coalitions and relationships with groups and organizations that are promoting and advocating for racially and economically inclusive communities
- Build coalitions and relationships with groups and organizations that work to provide families of all incomes, races, and ethnicities access to schools and housing throughout the metropolitan area
- Keep abreast of programs and policies impacting schools and housing issues in the metropolitan area
- Keep abreast of the NAACP lawsuit and its impact of desegregation in the metropolitan area
- Provide leadership in effectively promoting EHEP activities and policies to the media
- To foster communications, prepare bi-monthly newsletter relating EHEP's activities

### **Administrative and Personnel Management**

- Serve as the EHEP contact for all professional advisers and the general public
- Provide supervision for and performance evaluation of any independent contractors hired to perform services for EHEP
- Ensure that EHEP complies with regulations governing 501C3 organizations as well as EHEP bylaws
- Provide staff support for Board committees
- Manage volunteers, matching their skills and interests with EHEP needs and activities
- Provide written reports of EHEP-sponsored forums and other activities

### **Financial Management and Grant Writing**

- Write and submit grants on behalf of EHEP to foundations and funding organizations
- Report back to funders on the results and outcomes of activities related to grants
- Develop an annual budget for EHEP
- Ensure that accurate expense reports are reviewed by the full board on a bi-monthly basis
- Work with the EHEP Board to monitor the performance of investments
- Ensure an appropriate and successful annual audit

5033

EDUCATION & HOUSING

EQUITY PROJECT  
2211 RIVERSIDE AVE., CB 185  
MINNEAPOLIS, MN 55454

~~STATE~~ WITHOLDING

DATE 4-14-1999  
17-127  
910  
0052396

PAY TO THE ORDER OF MN DEPT OF REVENUE \$ 105 <sup>00</sup>/<sub>100</sub>

ONE HUNDRED FIVE DOLLARS AND <sup>00</sup>/<sub>100</sub> DOLLARS

Security features included. Details on back.

Riverside Bank

Cedar-Riverside Office 612-341-3505  
Bookkeeping 362-9000  
1801 Riverside Avenue • P.O. Box 582419  
Minneapolis, MN 55458-2419

TWO SIGNATURES REQUIRED OVER \$250

Richard C. Little  
JMS

FOR 1ST QUARTER 3035683

⑈005033⑈ ⑆091001270⑆ 005 239 6⑈

## Education &amp; Housing Equity Project

## CHECK REQUEST

DATE 4-12-94TO: U. S. TREASURY

ADDRESS: \_\_\_\_\_

FOR: 941 1<sup>ST</sup> QUARTER 41-1842393Account NameAccount NumberAmount7519-Check number 5032

Submitted by: \_\_\_\_\_

Approved by: \_\_\_\_\_

TOTAL \_\_\_\_\_

April 28, 1998

Employer Insurance of Wausau  
Box 1357  
Minneapolis, MN 55440-1357

RE: Carrier appointment for policy #0318-00-143304

To Whom It May Concern:

Education & Housing Equity Project appoints First American Insurance Agencies, Inc. 633 South Concord Street, South St. Paul, MN 55075 to be our exclusive agency to work with our work comp carrier for our policy.

Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Richard C. Little".

Richard Little  
Director

MINNESOTA WORKERS' COMPENSATION ASSIGNED RISK PLAN  
Policy Administrator  
EMPLOYERS INSURANCE OF WAUSAU A Mutual Company  
Box 1357 Minneapolis, MN 55440-1357 (612)830-1700

EDUCATION AND HOUSING  
EQUITY PROJECT  
122 W FRANKLIN AVE STE 320  
MINNEAPOLIS MN 55404

PRODUCER 000929  
THE MORSE AGENCY INC  
2215 THIRD AVE N  
ANOKA MN 55303

03-12-98

ALPHA CODE ED

Expiring Policy Number 0318-00-143304  
Expiring Policy Period 05-23-97 to 05-23-98  
Association File Number 2816911  
Billing Basis ANNUAL  
Estimated Annual Premium \$ 323  
Renewal Quote Deposit Premium \$ 323

NOTICE OF NONRENEWAL/OFFER TO RENEW

This is an offer of renewal of your Workers Compensation policy. Your present policy will expire on 05-23-98 at 12:01 A.M. and coverage under that policy will end as of that date. Assuming that continuous coverage is needed, an offer of renewal has been prepared. However, a renewal policy will be issued only if the indicated renewal deposit premium, plus any and all amounts due or owing on your present and prior workers compensation insurance policies written through the Minnesota Workers' Compensation Assigned Risk Plan is received prior to 05-23-98.

The attached renewal quotation is based on the most recent payroll estimates available to us increased by an inflation factor. This prevents a large additional premium from developing on the final audit. If your operations have changed materially in the meantime and such changes will affect your payroll for the coming year, we will consider revising the deposit premium upon receipt of a complete explanation of the changes that have been made. (If such a revision is necessary, please tell us 20 days before the expiration of your current policy.)

The Minnesota Workers' Compensation Law requires a notice of nonrenewal of your present policy be sent to the Department of Labor and Industry. This notice will be sent if we don't receive your payment 35 days prior to 05-23-98. If we receive your renewal deposit and past due premiums before then, we will issue a renewal policy and notify the Department. Payment received after the due date will be returned to you and no policy will be issued.

Please send your payment and the Payment Notice promptly in the enclosed envelope. By doing so, you enable us to renew your policy quickly.

Enclosures

PROPOSAL

PRESENTED TO  
EDUCATION AND HOUSING  
EQUITY PROJECT  
122 W FRANKLIN AVE STE 320  
MINNEAPOLIS MN 55404

COVERAGE  
WORKERS COMPENSATION AND  
EMPLOYERS LIABILITY

LIMITS OF LIABILITY FOR EMPLOYERS LIABILITY INSURANCE  
BODILY INJURY BY ACCIDENT \$100,000 EACH ACCIDENT  
BODILY INJURY BY DISEASE \$100,000 EACH EMPLOYEE  
BODILY INJURY BY DISEASE \$500,000 POLICY LIMIT

THIS PROPOSAL DOES NOT BIND COVERAGE OR OBLIGATE THE COMPANY.  
THE RATE AND PREMIUM QUOTATIONS ARE ESTIMATES ONLY FOR  
IMMEDIATE CONSIDERATION.

EDUCATION AND HOUSING  
EQUITY PROJECT

PROPOSAL  
WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE

RATING PERIOD 05/23/98 TO 05/23/99

PAGE NUMBER 1

<u>CLASSIFICATIONS</u>	<u>CODE NUMBER</u>	<u>TOTAL EST ANNUAL REMUNERATION</u>	<u>RATE PER \$100</u>	<u>EST ANNUAL PREMIUM</u>
--MINNESOTA--				
LOCATION (NUMBER 001) 122 W FRANKLIN AVE MINNEAPOLIS MN 55404				
SALESPERSONS, COLLECTORS OR MESSENGERS- OUTSIDE	8742	16,800	1.22 \$	205
CLERICAL OFFICE EMPLOYEES NOC	8810	2,100	.39 \$	8
<u>SUMMARY</u>				
ESTIMATED STANDARD PREMIUM			\$	213
EXPENSE CONSTANT			\$	+110
ESTIMATED ANNUAL PREMIUM			\$	323
TOTAL POLICY ESTIMATED ANNUAL PREMIUM			\$	323

# STATEMENT CHANGES

This will introduce you to Wausau Insurance's new, easier to understand Statement of Account format. Many of the changes we've made are a result of suggestions made by our customers.

The major change is the addition of the "NEW ACTIVITY" category at the bottom of your statement. This allows us to eliminate a separate invoice for installment billings and provide the information under New Activity on one statement.

If you have any questions or suggestions, contact our office at the phone number listed at the bottom of your statement.

**YOUR SALES AND SERVICE CONTACT.**

**UNPAID AND PARTIALLY PAID ITEMS FROM PRIOR MONTHS, CARRIED FORWARD EACH MONTH UNTIL PAID.**

**INCLUDES ITEMS DATED FIRST DAY OF PRESENT MONTH.**

**IF YOU HAVE QUESTIONS ABOUT INSURANCE COVERAGES OR COSTS, WE SUGGEST YOU FIRST CONTACT YOUR AGENT OR REPRESENTATIVE. FOR QUESTIONS ABOUT PAYMENTS, INVOICES OR PREMIUM ACCOUNTING PLEASE ASK FOR A CREDIT REPRESENTATIVE.**

(over)

## Wausau Insurance Companies

Nationwide Insurance Enterprise



### Statement of Account as of 04-01-1997

Account Number: 01-123456 XX

Account Name: XYZ CORPORATION

Payment Address:

WAUSAU INSURANCE COMPANIES  
PO BOX 96569  
CHICAGO IL 60693-6569

Agent/Representative: WAUSAU INSURANCE INC 1-001001

**Account Balance: The following items make up your balance of \$3,376.00**

Date	Invoice/ Check Number	Policy Number	Description	Activity	Invoice Period	Amount Billed/Paid	Item Balance
<b>— PRIOR ACTIVITY WITH BALANCES REMAINING</b>							
01-02-1997	19-33739	1937-02-051778	UMBRELLA POLICY	INSTALLMENT	01-01-97 TO 02-01-97	132.00	
01-16-1997	00-14951	1937-00-051778	AUTO - FLEET	ENDORSEMENT	01-03-97 TO 11-18-97	424.00CR	
01-20-1997	19-34039	1916-03-051778	WORKERS COMPENSATION	AUDIT	11-18-95 TO 11-18-96	228.00CR	
01-21-1997	19-34071	1926-00-051778	GENERAL LIABILITY	AUDIT	11-18-95 TO 11-18-96	1,321.00CR	
02-01-1997	19-34171	1917-03-051778	WORKERS COMPENSATION	INSTALLMENT	02-01-97 TO 03-01-97	731.00	
02-01-1997	19-34171	1917-03-051778	WORKERS COMPENSATION	ST ASSMNT	02-01-97 TO 03-01-97	66.00	
02-01-1997	19-34172	1927-00-051778	GENERAL LIABILITY	INSTALLMENT	02-01-97 TO 03-01-97	367.00	
02-01-1997	19-34173	1937-00-051778	AUTO - FLEET	INSTALLMENT	02-01-97 TO 03-01-97	443.00	
02-01-1997	19-34174	1937-02-051778	UMBRELLA POLICY	INSTALLMENT	02-01-97 TO 03-01-97	132.00	102.00CR
03-01-1997	19-35216	1917-03-051778	WORKERS COMPENSATION	INSTALLMENT	03-01-97 TO 04-01-97	731.00	
03-01-1997	19-35216	1917-03-051778	WORKERS COMPENSATION	ST ASSMNT	03-01-97 TO 04-01-97	66.00	797.00
03-01-1997	19-35217	1927-00-051778	GENERAL LIABILITY	INSTALLMENT	03-01-97 TO 04-01-97	367.00	367.00
03-01-1997	19-35218	1937-00-051778	AUTO - FLEET	INSTALLMENT	03-01-97 TO 04-01-97	443.00	443.00
03-01-1997	19-35219	1937-02-051778	UMBRELLA POLICY	INSTALLMENT	03-01-97 TO 04-01-97	132.00	132.00
<b>NEW ACTIVITY</b>							
04-01-1997	19-36305	1917-03-051778	WORKERS COMPENSATION	INSTALLMENT	04-01-97 TO 05-01-97	731.00	
04-01-1997	19-36305	1917-03-051778	WORKERS COMPENSATION	ST ASSMNT	04-01-97 TO 05-01-97	66.00	797.00
04-01-1997	19-36306	1927-00-051778	GENERAL LIABILITY	INSTALLMENT	04-01-97 TO 05-01-97	367.00	367.00
04-01-1997	19-36307	1937-00-051778	AUTO - FLEET	INSTALLMENT	04-01-97 TO 05-01-97	443.00	443.00
04-01-1997	19-36308	1937-02-051778	UMBRELLA POLICY	INSTALLMENT	04-01-97 TO 05-01-97	132.00	132.00

**IF YOU HAVE ANY QUESTIONS, CONTACT OUR OFFICE AT: (630) 719-9700**

**NET BALANCE OF ACCOUNT ON  
FIRST DAY OF PRESENT MONTH**

**INCLUDES ALL INVOICES  
AND PAYMENTS POSTED  
AS OF FIRST DAY OF  
PRESENT MONTH**

**YOUR MAILING  
ADDRESS, IF  
INCORRECT, PLEASE  
NOTE ON THIS COPY**

**ALL PAYMENTS ON  
YOUR ACCOUNT TO  
BE SENT HERE**

**PAYMENT DUE DATE**

**IF YOUR CHECK IS NOT  
IN AMOUNT OF ACCOUNT  
BALANCE, PLEASE  
EXPLAIN HERE**

**FOR ACCURATE  
IDENTIFICATION PLEASE  
RETURN THIS COPY  
WITH PAYMENT**

**Wausau Insurance Companies**

Nationwide Insurance Enterprise

**Statement of Account as of 04-01-1997**

Account Number: 19-051778 FA



**Account Balance  
\$3,376.00**

Payment Address:

WAUSAU INSURANCE COMPANIES  
PO BOX 96888  
CHICAGO IL 60693-6888

XYZ CORPORATION  
2000 WESTWOOD DR  
WAUSAU WI 54401-8075

**Credit Terms:** Unless other terms have been established, full  
payment is due by 04-20-97

Please use the space below to explain any items being omitted from your payment.

REMITTANCE COPY

**To ensure proper credit, please return this copy with your payment**

SB0033  
03-97



August 1, 1996

Darcy Seaver  
Community Circle Collaborative  
c/o MICAH  
122 W. Franklin Ave. #320  
Minneapolis, MN 55404

**ADVISORY BOARD**

Benjamin Barber  
Walt Whitman Center for the  
Culture and Politics of Democracy  
Rutgers University

Mary Birmingham  
Metronet (A Library Network)

Paul J. Edelson  
School of Continuing Education  
State University of New York  
at Stony Brook

Peter Engberg  
National Swedish Federation  
of Adult Educational Associations

Susan Graseck  
Center for Foreign Policy Development  
Brown University

Joseph V. Julian  
The Maxwell School of Citizenship  
and Public Affairs  
Syracuse University

Jon Rye Kinghorn  
National Issues Forums

Frances Moore Lappe'  
Institute for the Arts  
of Democracy

Leonard P. Oliver  
Oliver Associates

Neil Parent  
National Conference of Diocesan  
Directors of Religious Education

Dorothy Shields  
AFL-CIO Department of Education

David T. Taylor  
Connecticut Conference  
of the United Church of Christ

Dear Ms. Seaver:

As you know, we are delighted that the Community Circle Collaborative has decided to submit funding proposals for the Community Circles project. We are honored to write this letter of support.

Since we provide free materials and services, we have to apply strict criteria to our participation in a project. We chose to assist the Community Circle Collaborative for several reasons: your articulation of the challenges posed by residential segregation in the Twin Cities; your appreciation of the community-building power of study circles; and the fact that the Collaborative already represents a broad array of Twin Cities organizations. These qualities provide a strong foundation for your study circle efforts.

We are confident that the proposed project can achieve the same successes as community-wide study circle projects in other cities. Beginning in 1992, large-scale study circle programs began to pave a new path to collaborative community action. The first programs, in Lima and Columbus, Ohio, involved thousands of citizens in discussions of race relations. Organizers were often surprised to see the collaborative efforts that resulted from dialogue, since consensus or even an explicit action plan are not the endproducts of a study circle. But the action evolved very naturally, as participants shared personal experiences, analyzed local problems, discovered common ground, and identified community assets. People realized that change could start with them, with their individual behavior and accomplishments, and that as individuals, as members of small action groups, and as members of large institutions they could make a difference.

Since 1992, nineteen cities have planned and implemented study circle programs on relations, crime and violence, and education. Some examples of concrete outcomes are: youth mentoring projects, a film festival on ethnic diversity, collaborative school-business efforts, a multiracial "unity choir," improvements to a community policing program, new playgrounds, a new soup kitchen, neighborhood "peace zones," and a city-wide plan for violence prevention. Coalitions in 82 communities, ranging in size from rural counties to large cities, are in various stages of planning and implementing community-wide study circle programs.

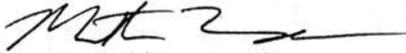
697 Pomfret Street P.O. Box 203 Pomfret, Connecticut 06258  
(860) 928-2616 FAX (860) 928-3713  
e-mail <scrc@neca.com>



Printed on Recycled Paper

The Study Circles Resource Center is committed to assisting the Community Circle Collaborative in this work. We are glad to provide discussion materials, consultation, and other assistance to this project. I look forward to the continuation of this productive working relationship.

Sincerely,

A handwritten signature in black ink, appearing to read "Matt Leighninger", with a long horizontal flourish extending to the right.

Matt Leighninger  
Program Director

# THE COMMUNITY CIRCLE COLLABORATIVE

## PLEDGE OF PARTICIPATION FOR: SPONSORS

---

### Responsibilities of the Working Group:

1. Form partnerships with public officials, organizations, and individuals working to address housing, education, employment, and racism issues, and seek their support.
2. Recruit a broad group of Resource Partners and Sponsors to carry out the program.
3. Promote and publicize the project through the media and through Sponsor organizations.
4. Work with Resource Partners to prepare a Discussion Guide for the community circles and provide research support to the community circles.
5. Work with Sponsors as they recruit participants, identify meeting sites, and arrange for the details of individual community circles. When necessary, pair homogenous groups of participants to create diverse study circles.
6. Work with Resource Partners and Sponsors to organize Community Forums I and II.
7. Coordinate fundraising for the project.
8. Train community circle facilitators.
9. Draw on feedback from the community circles to prepare a report for the community.
10. Evaluate the community circles and other components of the project.

### Responsibilities of Sponsors:

1. Become a well-informed spokesperson for the program by participating in a pilot study circle, or at least by reading through the Discussion Guide.
2. Establish one or more study circles in collaboration with the Working Group and facilitator(s).
3. Recruit between 8 and 15 people for each community circle.
4. Arrange a site for each community circle and a meeting time convenient for participants and facilitators.
5. Distribute discussion materials prior to each community circle's first session.
6. Recommend possible facilitators and recorders.
7. Promote the program by any means possible, including bulletins, newsletters, and personal contacts.
8. Participate in presentation of results of each community circle at Community Forum II.
9. Where possible, provide in-kind contributions such as child care, meeting space, and transportation (see below).

Name of sponsoring organization or agency that you represent:	
Your name:	
Your address:	
Your telephone & fax:	
Your e-mail (if applicable):	

I understand the responsibilities of Sponsors and commit my organization to this project. This commitment is based on approval from our Board of Directors, Executive Director, or other appropriate authority.

In addition, my organization can provide the following if necessary:

Child care       Refreshments       Transportation (specify: \_\_\_\_\_)  
 Meeting space       Facilitator training       Translator(s)       Recorder(s)  
 Media equipment       Volunteers for Community Forums I & II       Other: \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Return to:  
 Darcy Seaver  
 Education & Housing Equity Project, c/o MICAH  
 122 W Franklin Ave #320  
 Minneapolis MN 55404  
 tel: (612) 871-8980      fax: (612) 871-8984

# Discussion Guide

5/28/96 draft outline

## Table of Contents

---

**Foreword** -- Why talk about how residential segregation effects education?

### Discussion Materials

**Introduction** -- New challenges facing our metropolitan-area communities and schools

**Session 1** - *How does the community in which we live and our personal experiences as members of that community affect the education of our children?*

- Introduction to the study circle process
- Sharing of personal experiences

**Session 2** - *What does residential segregation mean in the Twin Cities metropolitan area today?*

- Current metro housing patterns - by race & by income
- Presentation and exploration of different perspectives on the causes of residential segregation

**Session 3** - *What is the state of educational opportunity and achievement in the Twin Cities today?*

- Current metro education patterns
  - Racial & socioeconomic makeup across different school districts
  - Achievement statistics across different school districts
  - Resources available across different school districts
- Presentation and exploration of various perspectives on these differences

**Session 4** - *How is the composition of our communities affecting these differences in educational opportunity and achievement?*

- Effects of residential segregation
  - Effects of concentrated poverty on schools
  - Need for busing/desegregation
  - Differences in tax resources
  - Lack of interaction across races and classes
- Presentation and exploration of different perspectives on this connection and effects

**Session 5** - *What can we do?*

- Presentation and exploration of different approaches and perspectives on what should be done
- Group development of strategies

# Discussion Guide

5/28/96 draft table

## Materials for each session

	Primary session question	Background information	Views to explore	Reading excerpts	Discussion questions	Additional readings
<b>Session 1</b>	<i>How does the community in which we live and our personal experiences as members of that community affect the education of our children?</i>	Introduction to study circle process	Sharing of personal experiences			
<b>Session 2</b>	<i>What does residential segregation mean in the Twin Cities metropolitan area today?</i>	Current metro housing patterns – by race & by income	Different perspectives on the causes of residential segregation			
<b>Session 3</b>	<i>What is the state of educational opportunity and achievement in the Twin Cities today?</i>	Current metro education patterns: – Racial & socioeconomic makeup across different school districts – Achievement statistics across different school districts – Resources available across different school districts	Various perspectives on these differences			
<b>Session 4</b>	<i>How is the composition of our communities affecting these differences in educational opportunity and achievement?</i>	Effects of residential segregation: – Effects of concentrated poverty on schools – Need for busing/desegregation – Differences in tax resources – Lack of interaction across races and classes	Different perspectives on this connection and the effects			
<b>Session 5</b>	<i>What can we do in our communities? What larger policies are needed?</i>	Summary of group's discussion thus far	Different approaches and policies proposed		Group development of strategies	

I am interested in receiving more information about participating in the Community Circle Collaborative's metro-wide dialogue project.

Name:	
Organization:	
Address:	
Telephone & fax:	
E-mail (if applicable):	
Role or area that I am interested in:	<input type="checkbox"/> Coordinating Partner <input type="checkbox"/> Resource Partner <input type="checkbox"/> Sponsor <input type="checkbox"/> Community Circle Participant <input type="checkbox"/> I'm not sure yet

*Please return to:*

*Darcy Seaver  
Education & Housing Equity Project  
c/o MICAH  
122 W Franklin Ave #320  
Minneapolis MN 55404  
tel: 871-8980  
fax: 871-8984  
e-mail: seagan@bitstream.net*

# THE COMMUNITY CIRCLE COLLABORATIVE

## SUMMARY

---

The Community Circle Collaborative is a metro-wide dialogue project being undertaken by a growing number of organizations and individuals throughout the Twin Cities area for Fall 1996. We envision a program in which at least 200 people from all walks of life join together - 5-15 at a time - in "community 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 partners that make up the Collaborative are coming together with a shared belief in the need for civil, informed dialogue and collective analysis - across all racial, economic, and political lines - about the trends and changes taking place in the communities and schools of the Twin Cities metro area today. It is our hope that bringing together such groups will both build understanding and produce practical recommendations for actions that organizations, policy makers, and individuals can take. Our inspiration comes from successful, large-scale programs already launched in a number of communities around the country.

### *Project Goals*

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

### *Community Circle Structure*

Community circles are small, highly participatory discussion groups that engage people in controversial, political, thought-provoking topics. The community circles model combines the small-group discussion groups known as "study circles" with a model developed by the Minnesota Minority Education Partnership, which stresses providing information and research services to the groups, the cooperative development of strategies by the groups, and subsequent community forums organized by the groups.

A typical community circle will include 5-15 members. Each community circle will be as economically, ethnically, racially, and politically diverse as possible. Each group will meet for approximately 10 hours and be led by a trained facilitator. A common *Discussion Guide* that includes readings, presentations of a range of viewpoints, and discussion questions will be used by all the groups. Beyond these base materials, however, each group is encouraged to set the framework for subsequent circle discussion and request research on specific topics. The community circle approach provides a framework for dialogue that allows participants to address an issue, examine different views on both the problem and possible remedies, and pursue concerns and solutions that interest and motivate them toward action.

### *Levels of Organizational Involvement*

Critical to the success of the project is the effective mobilization of the different organizations that make up the collaborative. To facilitate involvement, the collaborative has identified a specific process and structure. The structure identifies the roles and responsibilities of the project's partners as follows:

**Project Coordinators** will manage the project by providing the necessary staff support, fundraising, conducting research, and implementing the project evaluation. Organizations that agree to be Project Coordinators will sign a *Pledge of Participation* outlining their roles and responsibilities in the project.

**Resource Partners** will play an advisory role regarding project design, fundraising, future projects, information/research, in-kind contributions, and/or technical assistance. Resource partners will sign a *Pledge of Participation* outlining their roles and responsibilities.

**Sponsors** will sponsor community circles by recruiting community members, facilitating community circles, and providing a location for community circle meetings, child-care, and transportation. Sponsors will sign a *Pledge of Participation* outlining their roles and responsibilities in the project.

### *Timeline*

The project intends to kick off in September, 1996 with a forum for participants and the larger community, with the community circles convening in October. A final conference for all participants - where community circles share their ideas and solutions - will take place in January, 1997.

*Thursday May 8 6:30  
Maralester Chapel*

## **Education and Housing Equity Project**

**Board Meeting**  
**February 27, 1997**  
**12:00 - 1:30 PM**  
**Minnesota Church Center**  
**Conference Room 2**

### **AGENDA**

1. Report from the Coordinator
2. Review of Administrative and Financial Services from MICAH and Discussion of Investment Opportunities for Grant Monies
3. Review of Position Description and Process for Securing a Permanent Corrdinator/ Executive Director
4. Review of Draft Discussion Guide for use in Community Circle Discussions and Forums
5. Additional Business? *- Darcy for Board*  
*- Kristi Shuk*

Set Date for Next Board Meeting

Special Appreciation for Darcy Seaver

*Bruce Swadlow*



# Memo

**To:** Education & Housing Equity Board of Directors  
**From:** Tim Sullivan  
**Date:** February 27, 1997  
**Re:** Fiscal relationship between MICAHA and EHEP

---

Now that EHEP has become its own independent 501(c)3 organization, we must redefine the relationship between EHEP and MICAHA. Ultimately, this relationship will be spelled out in contract form, but I wanted to let you know my thoughts first.

It has been proposed that MICAHA act as a true "fiscal agent" for EHEP. In this arrangement, MICAHA will provide the following at the approximate costs noted:

- 1) Administrative support services: Bookkeeping, payroll, producing financial statements, etc.  
Cost: Time of administrative director at \$17.80/hour for approximately 7 hours per month
- 2) Office space  
Cost: 20% of monthly rent = \$75.10/month
- 3) Local telephone service  
Cost: 20% of local phone bill = 29.70/month
- 4) Use of office equipment such as computers, phones & fax  
Cost: 20% of equipment depreciation. There will be no charge to EHEP for this.

Taken together, these costs amount to about \$225 per month. That is what I am proposing as MICAHA's fee for the above services.

In addition, MICAHA will bill EHEP for the following on a monthly basis:

- 1) Copies at \$.05/copy
- 2) Long distance phone calls at cost
- 3) Postage charged to MICAHA's account at cost
- 4) Any office supplies that MICAHA pays for at cost

I hope that this lays out some of the basics of our fiscal relationship. Overall, this arrangement should be set up so that MICAH is not making a profit from the relationship. We also do not want to lose a substantial amount of money. If either of these is the case, we should be able to amend the contract to take actual expenses into account.

This agreement will be retroactive to November 1, 1996. That is when Dick started working on the Community Circle Collaborative and EHEP had obtained their 501(c).

We still need to close out the "program sponsorship" phase of the relationship. EHEP ended up spending almost the full amount of the \$20,000 Otto Bremmer grant. There was about \$500 that MICAH will probably retain as an administrative fee and to cover other costs not charges to EHEP such as copies. The informal agreement was for MICAH to retain 5% of the grant or \$1,000.

Hopefully, we can have a contract worked out by MICAH's March 6<sup>th</sup> Board meeting. If the MICAH Board approves the contract, it will be brought to the EHEP Board for approval soon thereafter.

# 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 and participants, and the media; supervising the research and writing of the Discussion Guide; coordinating the kick-off of the study circles; and assisting in the coordination and support of the study circles themselves.
- Overseeing EHEP's **administration and organizational development**, including fundraising, supervision of paid and unpaid staff, corporate recordkeeping, and Board development and support.

## The Education & Housing Equity Project

*Board Meeting*

*October 8, 1996*

*12:00-1:30 p.m.*

*Hallie Q. Brown Community Center, St. Paul*

### AGENDA

- I. Welcome & Introductions
- II. Overview of organizational vision & history
- III. Activities and accomplishments to date
  - A. Organizational development work
    - 1. Hiring of staff
    - 2. 501(c)(3) status
  - B. Coalition building/organizing
  - C. Community education: Study Circles (Community Circle Collaborative)
- IV. Funding Report
  - A. Current financial status
  - B. Pending grant proposals
- V. Meeting Schedule

# The Community Circle Collaborative

The Community Circle Collaborative is a metro-wide dialogue project being undertaken by a growing number of organizations and individuals throughout the Twin Cities area for Fall 1996. We envision a program in which at least 200 people from all walks of life join together - 5-15 at a time - in "community 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 partners that make up the Collaborative are coming together with a shared belief in the need for civil, informed dialogue and collective analysis - across all racial, economic, and political lines - about the trends and changes taking place in the communities and schools of the Twin Cities metro area today. It is our hope that bringing together such groups will both build understanding and produce practical recommendations for actions that organizations, policy makers, and individuals can take. Our inspiration comes from successful, large-scale programs already launched in a number of communities around the country.

## *Project Goals*

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

## *Community Circle Structure*

Community circles are small, highly participatory discussion groups that engage people in controversial, political, thought-provoking topics. The community circles model combines the small-group discussion groups known as "study circles" with a model developed by the Minnesota Minority Education Partnership, which stresses providing information and research services to the groups, the cooperative development of strategies by the groups, and subsequent community forums organized by the groups.

A typical community circle will include 5-15 members. Each community circle will be as economically, ethnically, racially, and politically diverse as possible. Each group will meet for approximately 10 hours and be led by a trained facilitator. A common *Discussion Guide* that includes readings, presentations of a range of viewpoints, and discussion questions will be used by all the groups. Beyond these base materials, however, each group is encouraged to set the framework for subsequent circle discussion and request research on specific topics. The community circle approach provides a framework for dialogue that allows participants to address an issue, examine different views on both the problem and possible remedies, and pursue concerns and solutions that interest and motivate them toward action.

## *Levels of Organizational Involvement*

Critical to the success of the project is the effective mobilization of the different organizations that make up the collaborative. To facilitate involvement, the collaborative has identified a specific process and structure. The structure identifies the roles and responsibilities of the project's partners as follows:

**Project Coordinators** will manage the project by providing the necessary staff support, fundraising, conducting research, and implementing the project evaluation. Organizations that agree to be Project Coordinators will sign a *Pledge of Participation* outlining their roles and responsibilities in the project.

**Resource Partners** will play an advisory role regarding project design, fundraising, future projects, information/research, in-kind contributions, and/or technical assistance. Resource partners will sign a *Pledge of Participation* outlining their roles and responsibilities.

**Sponsors** will sponsor community circles by recruiting community members, facilitating community circles, and providing a location for community circle meetings, child-care, and transportation. Sponsors will sign a *Pledge of Participation* outlining their roles and responsibilities in the project.

## *Timeline*

The project intends to kick off in September, 1996 with a forum for participants and the larger community, with the community circles convening in October. A final conference for all participants - where community circles share their ideas and solutions - will take place in January, 1997.

# Discussion Guide

5/28/96 draft outline

## Table of Contents

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**Foreword** -- Why talk about how residential segregation effects education?

### Discussion Materials

**Introduction** -- New challenges facing our metropolitan-area communities and schools

**Session 1** -- *How does the community in which we live and our personal experiences as members of that community affect the education of our children?*

- Introduction to the study circle process
- Sharing of personal experiences

**Session 2** -- *What does residential segregation mean in the Twin Cities metropolitan area today?*

- Current metro housing patterns - by race & by income
- Presentation and exploration of different perspectives on the causes of residential segregation

**Session 3** -- *What is the state of educational opportunity and achievement in the Twin Cities today?*

- Current metro education patterns
  - Racial & socioeconomic makeup across different school districts
  - Achievement statistics across different school districts
  - Resources available across different school districts
- Presentation and exploration of various perspectives on these differences

**Session 4** -- *How is the composition of our communities affecting these differences in educational opportunity and achievement?*

- Effects of residential segregation
  - Effects of concentrated poverty on schools
  - Need for busing/desegregation
  - Differences in tax resources
  - Lack of interaction across races and classes
- Presentation and exploration of different perspectives on this connection and effects

**Session 5** -- *What can we do?*

- Presentation and exploration of different approaches and perspectives on what should be done
- Group development of strategies

# Discussion Guide

5/28/96 draft table

## Materials for each session

	Primary session question	Background information	Views to explore	Reading excerpts	Discussion questions	Additional readings
<b>Session 1</b>	<i>How does the community in which we live and our personal experiences as members of that community affect the education of our children?</i>	Introduction to study circle process	Sharing of personal experiences			
<b>Session 2</b>	<i>What does residential segregation mean in the Twin Cities metropolitan area today?</i>	Current metro housing patterns - by race & by income	Different perspectives on the causes of residential segregation			
<b>Session 3</b>	<i>What is the state of educational opportunity and achievement in the Twin Cities today?</i>	Current metro education patterns: -- Racial & socioeconomic makeup across different school districts -- Achievement statistics across different school districts -- Resources available across different school districts	Various perspectives on these differences			
<b>Session 4</b>	<i>How is the composition of our communities affecting these differences in educational opportunity and achievement?</i>	Effects of residential segregation: -- Effects of concentrated poverty on schools -- Need for busing/ desegregation -- Differences in tax resources -- Lack of interaction across races and classes	Different perspectives on this connection and the effects			
<b>Session 5</b>	<i>What can we do in our communities? What larger policies are needed?</i>	Summary of group's discussion thus far	Different approaches and policies proposed		Group development of strategies	

# THE COMMUNITY CIRCLE COLLABORATIVE

## PLEDGE OF PARTICIPATION FOR: SPONSORS

---

### Responsibilities of the Working Group:

1. Form partnerships with public officials, organizations, and individuals working to address housing, education, employment, and racism issues, and seek their support.
2. Recruit a broad group of Resource Partners and Sponsors to carry out the program.
3. Promote and publicize the project through the media and through Sponsor organizations.
4. Work with Resource Partners to prepare a Discussion Guide for the community circles and provide research support to the community circles.
5. Work with Sponsors as they recruit participants, identify meeting sites, and arrange for the details of individual community circles. When necessary, pair homogenous groups of participants to create diverse study circles.
6. Work with Resource Partners and Sponsors to organize Community Forums I and II.
7. Coordinate fundraising for the project.
8. Train community circle facilitators.
9. Draw on feedback from the community circles to prepare a report for the community.
10. Evaluate the community circles and other components of the project.

### Responsibilities of Sponsors:

1. Become a well-informed spokesperson for the program by participating in a pilot study circle, or at least by reading through the Discussion Guide.
2. Establish one or more study circles in collaboration with the Working Group and facilitator(s).
3. Recruit between 8 and 15 people for each community circle.
4. Arrange a site for each community circle and a meeting time convenient for participants and facilitators.
5. Distribute discussion materials prior to each community circle's first session.
6. Recommend possible facilitators and recorders.
7. Promote the program by any means possible, including bulletins, newsletters, and personal contacts.
8. Participate in presentation of results of each community circle at Community Forum II.
9. Where possible, provide in-kind contributions such as child care, meeting space, and transportation (see below).

Name of sponsoring organization or agency that you represent:	
Your name:	
Your address:	
Your telephone & fax:	
Your e-mail (if applicable):	

I understand the responsibilities of Sponsors and commit my organization to this project. This commitment is based on approval from our Board of Directors, Executive Director, or other appropriate authority.

In addition, my organization can provide the following if necessary:

Child care       Refreshments       Transportation (specify: \_\_\_\_\_)  
 Meeting space       Facilitator training       Translator(s)       Recorder(s)  
 Media equipment       Volunteers for Community Forums I & II       Other: \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Return to:  
 Darcy Seaver  
 Education & Housing Equity Project, c/o MICAH  
 122 W Franklin Ave #320  
 Minneapolis MN 55404  
 tel: (612) 871-8980      fax: (612) 871-8984

# THE COMMUNITY CIRCLE COLLABORATIVE

## PLEDGE OF PARTICIPATION FOR: RESOURCE PARTNERS

---

### Responsibilities of the Working Group:

1. Form partnerships with public officials, organizations, and individuals working to address housing, education, employment, and racism issues, and seek their support.
2. Recruit a broad group of Resource Partners and Sponsors to carry out the program.
3. Promote and publicize the project through the media and through Sponsor organizations.
4. Work with Resource Partners to prepare a Discussion Guide for the community circles and provide research support to the community circles.
5. Work with Sponsors as they recruit participants, identify meeting sites, and arrange for the details of individual community circles. When necessary, pair homogenous groups of participants to create diverse study circles.
6. Work with Resource Partners and Sponsors to organize Community Forums I and II.
7. Coordinate fundraising for the project.
8. Train community circle facilitators.
9. Draw on feedback from the community circles to prepare a report for the community.
10. Evaluate the community circles and other components of the project.

### My/Our Responsibilities as a Resource Partner:

- \_\_\_\_\_ Act as advisor regarding project design and coordination
- \_\_\_\_\_ Assist in preparing Discussion Guide (through \_\_\_\_\_)
- \_\_\_\_\_ Assist in providing research support to community circles (areas of expertise: \_\_\_\_\_)
- \_\_\_\_\_ Make information regarding \_\_\_\_\_ available to the Working Group
- \_\_\_\_\_ Assist fundraising efforts (through \_\_\_\_\_)
- \_\_\_\_\_ Assist publicity efforts (through \_\_\_\_\_)
- \_\_\_\_\_ Train facilitators
- \_\_\_\_\_ Participate in Community Forums as speaker, panelist, or workshop presenter.
- \_\_\_\_\_ Other: \_\_\_\_\_
- \_\_\_\_\_ Other: \_\_\_\_\_
- \_\_\_\_\_ Other: \_\_\_\_\_
- \_\_\_\_\_ Other: \_\_\_\_\_

Name of Resource Partner organization or agency that you represent:	
Your name:	
Your address:	
Your telephone & fax:	
Your e-mail (if applicable):	

I understand my/our responsibilities as a Resource Partner and commit my organization/self to this project. If we are an organization, this commitment is based on approval from our Board of Directors, Executive Director, or other appropriate authority.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Return to:  
Dary Seaver  
Education & Housing Equity Project, c/o MICAH  
122 W Franklin Ave #320  
Minneapolis MN 55404  
tel: (612) 871-8980      fax: (612) 871-8984

# THE COMMUNITY CIRCLE COLLABORATIVE

## PLEDGE OF PARTICIPATION FOR: COORDINATING PARTNERS

---

### Responsibilities of the Working Group:

1. Form partnerships with public officials, organizations, and individuals working to address housing, education, employment, and racism issues, and seek their support.
2. Recruit a broad group of Resource Partners and Sponsors to carry out the program.
3. Promote and publicize the project through the media and through Sponsor organizations.
4. Work with Resource Partners to prepare a Discussion Guide for the community circles and provide research support to the community circles.
5. Work with Sponsors as they recruit participants, identify meeting sites, and arrange for the details of individual community circles. When necessary, pair homogenous groups of participants to create diverse study circles.
6. Work with Resource Partners and Sponsors to organize Community Forums I and II.
7. Coordinate fundraising for the project.
8. Train community circle facilitators.
9. Draw on feedback from the community circles to prepare a report for the community.
10. Evaluate the community circles and other components of the project.

### My/Our Responsibilities as a Coordinating Partner:

1. Participate regularly and actively in the Working Group.
2. Coordinate activities of at least one committee of the Working Group (Fundraising; Partner Recruitment & Coordination; Discussion Guide & Research Support; Policymaker Outreach; Facilitator Training; Publicity; Forums; Research Support; or others as identified by the Working Group).
3. Become a well-informed spokesperson for the project by participating in a pilot study circle, or at least reading through the Discussion Guide.
4. Promote the project by any means possible, including bulletins, newsletters, and personal contacts.
5. Provide a Letter of Support for fundraising and other purposes.
6. Provide at least \_\_\_ staff hours per week to the project between June and July 1996.
7. Provide at least \_\_\_ staff hours per week to the project in August and September 1996.
8. Provide at least \_\_\_ staff hours per week to the project between October and December 1996.
9. Other: \_\_\_\_\_
10. Other: \_\_\_\_\_

Name of collaborating organization or agency that you represent:	
Your name:	
Your address:	
Your telephone & fax:	
Your e-mail (if applicable):	

I understand our responsibilities as a Coordinating Partner and commit my organization to this project. This commitment is based on approval by our Board of Directors, Executive Director, or other appropriate authority.

---

Signature

Date

Return to:  
Darcy Seaver  
Education & Housing Equity Project, c/o MICAH  
122 W Franklin Ave #320  
Minneapolis MN 55404  
tel: (612) 871-8980 fax: (612) 871-8984

# FAX COVER

To: Apt. #4401 Barbara Bearman

Company :

Fax Number : 922-5950

From : Darcy Seaver

Company : MICAH

Fax Number : 612-871-8984

Subject : Information requested

Pages including cover page: 12

Date : 8/13/96

Time : 1:59:28 PM

## MESSAGE

PLEASE FORWARD TO BARBARA BEARMAN. THANK YOU!

Barbara,

Here are some contacts. Included in this packet is:

- (1) The Equity Project contact list (unfortunately, I cannot find ANYWHERE my more complete list, but I hope this is a good start).
- (2) The Institute on Race & Poverty working group list;
- (3) A list of attendees from a workshop I went to earlier in the year on dealing with opposition to affordable housing development.

I hope this is of help.

Darcy

P.S. These pages will come in backwards -- sorry, but it's a scanner thing.

ORGANIZATION NAME	LAST NAME	FIRST NAME	ADDRESS/PHONE
✓ Twin Cities Habitat for Humanity	Murfeldt	Linda	3001-44th St. SE Minneapolis, MN 55414 333-4090/331-1540
✓ Twin Cities Housing Development Corporation	McCormick	Barbara	400 Selby Ave., Suite C St. Paul, MN 55102
	McQuillan	Barbara	
West Central MN Housing Partnership	Schneider	Don	220 W. Washington Ave Fergus Falls, MN 56537 (218) 739-4868/(218) 739-0603
West St. Paul, City of	Craig	William	1616 Humboldt W. St. Paul, MN 55118 552-4101/552-4190
Women's Transitional Housing Coalition	Ybanez	Vicki	1401 E. 2nd St., #A Duluth, MN 55805 (218) 728-6437/(218) 728-2281
Woodbury, City of	Hargis	William	7650 Currell Blvd., 230 Woodbury, MN 55125 739-1040/738-0425

ORGANIZATION NAME	LAST NAME	FIRST NAME	ADDRESS/PHONE
↓ MN Dept. of Economic Security	Johnson	Judy	390 North Robert Street, Room 125 St. Paul, MN 55101 296-5739/282-6977
Minnetonka, City of	Kurtze	Heidi	14600 Minnetonka Blvd. Minnetonka, MN 55345 939-8208/939-8244
Mounds View, City of	Bergman	Jennifer	2401 Hwy 10 Mounds View, MN 55112 784-3055/784-3462
Nonprofit Housing Assoc. of No. California	Iglesias	Tim	
✓ Northwest Hennepin Human Services Council	Madsen Nelson	Kristin	7601 Kentucky Ave. N. Brooklyn Park, MN 55428 493-2802/493-2713
NRRC Properties	Hellerud	Deborah	1014 Plymouth Ave. N. Minneapolis, MN 55411 335-5924/335-5922
Plymouth HRA	Dale	Milt	3400 Plymouth Blvd. Plymouth, MN 55447 509-5413/509-5407
Plymouth, City of	Goldsmith	Ed	3400 Plymouth Blvd. Plymouth, MN 55447 509-5412/509-5407
✓ Project for Pride in Living	Helmeke	Jeffrey	2516 Chicago Ave. S. Minneapolis, MN 55404
	Kloven	Susanna	
✓ Ramsey Co. Community Econ. Development	Beigbeder	Denise	15 W. Kellogg Blvd., Rm. 250 St. Paul, MN 55102 266-8000/266-8039
	Egan	Mary Lou	
Rosemount Partnership Program	Butler	Penny	12430 Canada Ct. Rosemount, MN 55068 423-4391
	Klassen	Sheila	
S.E. MN Multi-County HRA	Noll	Jack	134 E. 2nd Street Wabasha, MN 55981 (612) 565-2638/(612) 565-3836
Shoreview, City of	Sherman	Cindy	4600 N. Victoria St. Shoreview, MN 55126 490-4682/490-4699
Swift County HRA	Maurer	Katie	Box 286 Benson, MN 56215 (320) 843-4676/(320) 843-4676
Thomas Dale District 7 Community Council	Samuelson	Michael	369 University Ave. E. St. Paul, MN 55103 298-1068/298-3072

ORGANIZATION NAME	LAST NAME	FIRST NAME	ADDRESS/PHONE
Maple Grove, City of	Tempel	Dan	P.O. Box 1180 Maple Grove, MN 55311 494-6043/494-6420
Maxfield Research Group	Albers	Heidi	430 1st Ave. N. #620 Minneapolis, MN 55401 338-0012/338-0659
	Meichlor	Tom	
Metro Plains Development, Inc.	Eide	Jean	1600 University Av., Ste. 212 St. Paul, MN 55104 646-7848/646-8947
Metropolitan Council	Peterson	Guy	Mears Park Centre, 230 E. Fifth Street St. Paul, MN 55101 291-6418/291-6442
✓ MHFA	Holer	Denise	400 Sibly St. 300 St. Paul, MN 55101 297-4294/296-9545
✓ Minnesota Housing Partnership	Arnold	Angie	122 W. Franklin Av., Ste. 522 Minneapolis, MN 55404 874-0112/874-9685
	Bansen	Kirsten	
	Kramer	Warren	
	Ponsford	Sue	
	Warner	Carlise	
MICAH	Anderson	Mike	122 W. Franklin, 320 Minneapolis, MN 55404 871-8980/870-3663
	Lac	Travis	
	Scaver	Darcy	
Midwest Farmworker Employment & Training	Erickson	Alice	P.O. Box 1231 St. Cloud, MN 56302
	Reyna	Roberto	
	Tovar Leon	Efren	
✓ Minneapolis Consortium of Community Developers Lambert		Ed	1808 Riverside Ave. S. Minneapolis, MN 55454 371-9986/673-0379
	Reid	Karen	
✓ Minneapolis Planning Commission	Little	Dick	4909-29th Av. S. Minneapolis, MN 55417 724-5662/332-3288
✓ Minneapolis League of Women Voters	Geiger	Martha	13716 Bellevue Dr. Minnetonka, MN 55345 938-7554
Minneapolis, City of	McDonald	Lisa	350 S. 5th St. City Hall Minneapolis, MN 55415 673-2210/673-2262
MN Attorney General's Office	Pantalon	Thomas	NCL Tower, Suite 900 445 Minnesota Street St. Paul, MN 55101 296-4139/297-4139

Note: Unless indicated otherwise, all area codes are 612.  
The second phone number listed is a fax number.

**ORGANIZATION NAME      LAST NAME      FIRST NAME      ADDRESS/PHONE**

Design Center for American Urban Landscape	Liu	Louise	1313 5th St. S.E. Minneapolis, MN 55414 627-1850/627-4124
	Vehige	Don	
Duluth Housing Trust Fund	Booth	Maureen	Room 407, City Hall Duluth, MN 55802 (218) 723-3357/(218) 723-3400
East Metro Women's Council	Bannister	Carol	3521 Century Ave. White Bear Lake, MN 55110 773-8401
Elim Transitional Housing	Overton	Mary	3938 Central Ave. N.E. Minneapolis, MN 55421 788-1546/788-1672
Elliot Park Neighborhood Assoc.	Niemi	Loren	719-10th St. S. Minneapolis, MN 55404 335-5846/370-3950
Family Violence Network--Hill Home	Poizan	Jennifer	P.O. Box 854 Lake Elmo, MN 55042 653-6305/653-3580
Fridley, City of	Dacy	Barbara	6431 University Av. NE Fridley, MN 55432 529-4601/571-1287
Golden Valley, City of	Anderson	Mary	7800 Golden Valley Road Golden Valley, MN 55427 593-8006/593-8109
Harriet Tubman Center	Walter	Stephanie	3111 1st Ave. S. Minneapolis, MN 55408 825-3333/825-6666
Hopkins HRA	Skepper	Karen	1010 First St. S. Hopkins, MN 55343 935-8474/935-1834
Hopkins, City of	Eiverum	Kersten	1010 First St. S. Hopkins, MN 55343 935-8474/935-1834
HRA of Cambridge	Reinhart	Linda	121 South Fern Cambridge, MN 55008 689-3883/ 689-9148
HUD	Behnke	Cindy	220 2nd St. S. Minneapolis, MN 55401
	Feeney	Thomas	
	Huckleby	Shawn	
	Jolis	Alan	
	Koon	Tom	
	Olsen	Doug	
	Paulson	Maria	
Swanson	John		
	Vargas	Edie	
Legal Aid	Lee	Jim	450 1st Ave. N. Minneapolis, MN 55401 334-3785/334-5755

## BUILDING SUPPORT FOR HOUSING DEVELOPMENT

### Participants

ORGANIZATION NAME	LAST NAME	FIRST NAME	ADDRESS/PHONE
	Lans	Catherine	1389 Berry Ridge Rd., #302 Eagan, MN 55123 456-9310
	Larson	Bruce	5114 Lyndale Ave. S. Minneapolis, MN 55419 823-4821
✓ Affordable Suburban Housing, Inc.	Schatzlein	Bill	10306 Morris Road Bloomington, MN 55437 835-5498/835-4586
Alliance for Metropolitan Stability	Adams	Russ	c/o IATP 1313 5th St. SE, #304 Minneapolis, MN 55414 379-5980/379-5982
Anoka, City of	Barthel	Linda	2015 First Ave. Anoka, MN 55303 421-6630/421-9194
Cabrini House	Cain	Theresa	1025 S.E. 6 St. Minneapolis, MN 55414 331-7390/331-4436
Center City Housing Corporation	Hystead	Thomas	P.O. Box 39 Duluth, MN 55801 (218) 726-4836/(218) 726-4727
CEPCO	Carlson	Mark	32 10th Ave. S. Hopkins, MN 55434 935-0359/935-7612
✓ Community Action for Suburban Hennepin	Warner	Charlie	33-10th Ave. S. Hopkins, MN 55343 933-9639/933-8016
Community Development Housing Division	Baldwin	Robert	Room 407, City Hall Duluth, MN 55802 (218) 723-3357/(218) 723-3400
✓ Community Stabilization Project	Levors	Mari	671 B Selby Ave. St. Paul, MN 55104 225-8778/225-9820
	Mason Royce	Jolene Cathy	
✓ Corp. of Supportive Housing	Thomas	Steve	821 Marquette Ave., #1610 Minneapolis, MN 55402
Dakota County Employment Economic Assistance	Krueger	Jerry	33 E. Westworth Av. W. St. Paul, MN 55118 450-2618/450-2709
Dakota County HRA	Gill	Karl	2496-145th St. W. Rosemount, MN 55068 423-8111/423-8180

Note: Unless indicated otherwise, all area codes are 612.  
The second phone number listed is a fax number.

**Institute on Race and Poverty**  
**Strategies for Addressing the Persistence of Segregation in Housing and Education**  
**Working Group**

✓ Bill Dix  
 Osseo School District  
 Education Service Center  
 #279  
 11200 93rd Avenue North  
 Maple Grove, MN 55369  
 391-7002

— Bruce Larson  
 Suburban Alliance  
 West Hennepin Human  
 Services Planning Board  
 9 Seventh Avenue South  
 Hopkins, MN 55343  
 930-3356

— Barbara Lukermann  
 Research Associate  
 Center for Urban and  
 Regional Affairs  
 330 HHH Center  
 University of Minnesota  
 Minneapolis, MN 55455  
 625-4310

— Allan Malkis  
 Research Associate  
 The Urban Coalition  
 2610 University Avenue  
 West  
 Suite 201  
 St. Paul, MN 55114  
 348-8550

Robert McMaster  
 Professor  
 University of Minnesota  
 Department of Geography  
 414 Social Sciences Building  
 267 19th Avenue South  
 Minneapolis, MN 55455  
 625-9883, 625-6080

Myron Orfield  
 State Representative  
 MN State Legislature  
 100 Constitution Avenue  
 521 State Office Building  
 St. Paul, MN 55155  
 296-9281

— Georgina Stephens  
 Cowles Media Company  
 329 Portland Avenue  
 Minneapolis, MN 55102  
 673-7100

— Tim Thompson  
 Litigation Director  
 Legal Aid Society of  
 Minneapolis  
 430 First Avenue North  
 Suite 300  
 Minneapolis, MN 55401-  
 1780  
 332-1441

✓ Sharon Tolbert-Glover  
 Communities of Color  
 Institute  
 University Technology  
 Center  
 1313 SE Fifth Street  
 Suite 227  
 Minneapolis, MN 55414  
 379-3931

— Frederick W. Smith  
 Coordinator  
 Center for Urban and  
 Regional Affairs  
 330 HHH Center  
 University of Minnesota  
 Minneapolis, MN 55455  
 625-3321

— Charles Warner  
 Community Action for  
 Suburban Hennepin  
 33 Tenth Avenue South  
 Hopkins, MN 55343  
 933-9639

— Nancy Smith  
 Urban Coalition  
 2610 University Avenue  
 West  
 Suite 201  
 St. Paul, MN 55114

**Institute on Race and Poverty**  
**Strategies for Addressing the Persistence of Segregation in Housing and Education**  
**Community List**

Bois Miller

Office of Desegregation  
 Department of Children,  
 Families and Learning  
 Capitol Square Building  
 550 Cedar Street  
 St. Paul, MN 55101  
 296-2012

Bruce and Sharyn Schelske  
 TRIO Programs  
 220 Appleby Hall  
 625-0772

Bill Green  
 Minneapolis School Board  
 734 Tyler Street NE  
 Minneapolis, MN 55413

Peter Zeller  
 Director of Operations  
 Center of the American  
 Experiment  
 1024 Plymouth Building  
 12 S. 6th Street  
 Minneapolis, MN 55402  
 338-3605

Samuel L. Myers, Jr.  
 Humphrey Institute for Public  
 Affairs  
 257 HHH Center  
 625-9821

Geraldine Brookins  
 School of Social Work  
 400 Ford Hall  
 624-1072

Susan Kimberly  
 Executive Director  
 St. Paul Coalition for  
 Community Development  
 481 S. Wabasha Street  
 St. Paul, MN 55107  
 292-8074

Paul Mattessich  
 Research Director  
 Wilder Foundation  
 1395 Bandana Blvd.  
 St. Paul, MN 55108  
 647-3607

Gary Peltier  
 Director  
 St. Paul Housing Division  
 1200 City Hall Annex  
 25 W. 4th Street  
 St. Paul, MN 55102  
 266-6626

Greg Filice  
 St. Paul School Board  
 15 Crocus Place  
 St. Paul, MN 55102  
 293-5109

Roberta Magard  
 Councilmember  
 St. Paul City Council  
 310D City Hall  
 St. Paul, MN 55102  
 266-8640

Jerry Blakey  
 Councilmember  
 St. Paul City Council  
 310A City Hall  
 St. Paul, MN 55102  
 293-8610

Pam Zargana  
 Family Housing Fund  
 Midwest Plaza, Suite 1515  
 801 Nicollet Mall  
 Minneapolis, MN 55402  
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 Minnesota Minority Education  
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 Islanders  
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Joe Day  
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 1450 Energy Park Drive  
 Suite 140  
 St. Paul, MN 55108  
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FirstName	LastName	Company	Address1	City	State	PostalCode	WorkPhone	HomePhone
Gary	Suddeth	Urban League						
Gordon	Thayer	American Indian Housing Corporation					722-6788	
Kathy	Tomlin	Office of Social Justice					291-4477	
Art	Treadwell	Exodus Development Corp					871-6195	
Pamela	Twiss	SPEAC		St Paul	MN		290-9192	
Bruce	Vandal	MMEP	2211 Riverside Ave So	Minneapolis	MN	55454	330-1509	350-1510
Charlie	Warner	Community Action for Suburban Hennepin	33 Tenth Ave So, #150	Hopkins	MN	55343	933-9639	
Laura	Waterman Wittstock	Migizi Communications						
Carol	Wirtschafter	JCRC/World of Difference	1111 3rd Ave So, Suite 112	Minneapolis	MN	55404	338-7816	349-6569
Lee Pao	Xiong	Council on Asian- Pacific Minnesotans	200 University Ave West, Suite 100	St Paul	MN	55103	296-0538	
Gaoly	Yang	Metropolitan Area Agency on Aging						

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				Lake				
Ruth Anne	Olson	Supporting Diversity in Schools	5015 Woodlawn Boulevard	Minneapolis	MN	55417	724-1025	724-1025
Myron	Orfield	MN House of Representatives	521 State Office Building	St Paul	MN	55155	296-9281	926-9205
Banlang	Phommasouvanh	Lao Parent Teacher Association						
John	Poupart	American Indian Research & Policy Institute						
john	powell	Institute on Race & Poverty	415 Law Center, 229-19th Ave So	Minneapolis	MN	55455	625-5529	624-8890
Robb	Randle	Boss International Inc/MIAR	3989 Central NE	Columbia Heights	MN	55421	789-4444	
Gary	Reierson	Greater MN Council of Churches						
John	Ruffin	MICAH/African American Housing Initiative	122 W Franklin Ave, #302	Minneapolis	MN	55404	871-8980	871-8984
Dennis	Schapiro	Jola Publications					529-5001	
Fred	Smith	CURA					625-1551	
Ron	Smith	St. Paul Black Ministerial Alliance					224-3835	
Bill	Smith	Minneapolis Black Ministerial Alliance						
Nancy	Smith	Urban Coalition	2610 University Ave, Suite 201	St Paul	MN	55114	348-8550	348-2533
Susal	Stebbins	MN N.O.W.	550 Rice St, Room 106	St Paul	MN		228-0621	
Georgina	Stevens	Cowles Media Co	329 Portland Avenue	Minneapolis	MN	55415	673-7060	
Tom	Streitz	Legal Aid					334-5785, ext. 265	

FirstName	LastName	Company	Address1	City	State	PostalCode	WorkPhone	HomePhone
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Art	Higgins	MN Fair Housing Center	2414 Park Ave S	Minneapolis	MN		872-6088	
Frank	Hornstein	Jewish Metropolitan Organizing Project						
Carol	Horton	Macalester College						
Joseph	Hui	Organization of Chinese Americans of MN						
Lindsay	Jones	Community Law Center	529 S Seventh St, Suite 636	Minneapolis	MN	55415	288-0545	288-0546
Karen	Kingsley	Community Action for Suburban Hennepin	33 10th Avenue South, Suite 150	Hopkins	MN	55343	933-9639	
Debra	Leigh	MMEP	2211 Riverside Ave So	Minneapolis	MN	55454	330-1645	330-1510
Matt	Little	Minneapolis NAACP			MN		947-9187	947-9187
Dick	Little	INTER-RACE	600-21st Ave So, Augsburg College, Box 212	Minneapolis	MN	55454	724-5662	339-3288
Jackie	Looney	INROADS						
Allan	Malkis	Urban Coalition	2610 University Ave, Suite 201	St Paul	MN	55114	348-8550	348-2533
Carlos	Mariani	MN House of Representatives	403 State Office Bldg	St Paul	MN	55155	296-9714	224-6647
Patrick	McFarland	Anoka County Community Action Program	1201 82nd Ave NE	Blaine	MN	55347	783-4747	
Yusef	Mgeni	Urban Coalition	2610 University Ave, Suite 201	St Paul	MN	55114	348-8550	348-2533
Lar	Mundstock	United Cambodian Assn of MN						
Ann	Ochoa	NEMCAH	P.O. Box 10786	White Bear	MN	55110	429-4794	

FirstName	LastName	Company	Address1	City	State	PostalCode	WorkPhone	HomePhone
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John & Nadine	Addington	Tri-Council Coordinating Commission	122 West Franklin Ave. Suite 100	Minneapolis	MN	55404	871-0229	
Bob	Albee	American Indian Housing Corporation					879-5029	
Mike	Anderson	MICAH	122 Franklin Ave, Ste 320	Minneapolis	MN	55404	871-8980	
Dale	Anderson	Ramsey Action Programs						
Carol	Banister	East Metro Women's Council	3521 Century Ave N, #213	White Bear Lake	MN	55110	426-5107	
James	Battle	Mount Olivet Baptist Church						
Barb	Bearman	Minneapolis NAACP		St Louis Park	MN		925-0567	925-0567
Louise	Brown	Family & Children's Service	414 South Eighth Street	Minneapolis	MN	55404-1081		
Steve	Chapman	Four Winds School						
James	Cook	Sabotini Community Center		Minneapolis	MN			
Steve	Cramer	Project for Pride in Living, Inc	2516 Chicago Ave S	Minneapolis	MN	55404	874-1111	
Mike	Davis	St Paul NAACP						
Bill	Davis	Community Action of Minneapolis						
Aaron	Dorfman	ACORN					642-9639	
Mel	Duncan	MAPA					641-4050	
Susan	Eyestone	MN Congress of Parents, Teachers, & Students						
Maurcen	Gedes	Interfaith Alliance						
Louise	Gonzales	Centro Cultural Chicano					874-1412	

additions  
 corrections  
 updates