



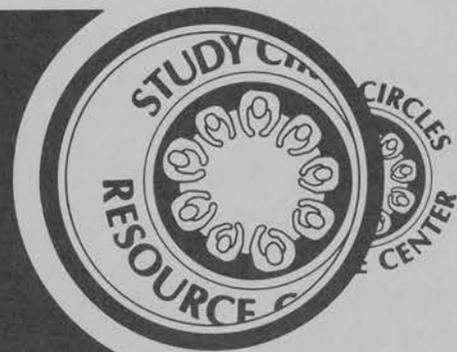
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# FOCUS

## ON STUDY CIRCLES



The Newsletter of the Study Circles Resource Center

“We need **young people** to be involved in solving the community problems that affect them. Youth and adults should work together to be **active citizens**.”

**But how do we make it happen?”**

**Introducing:**



**Youth Issues, Youth Voices:  
A Guide for Engaging Youth and  
Adults in Public Dialogue and  
Problem Solving**

Look inside

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### **Also, New from SCRC:**

**Balancing Justice  
Setting Citizen Priorities for  
the Corrections System**

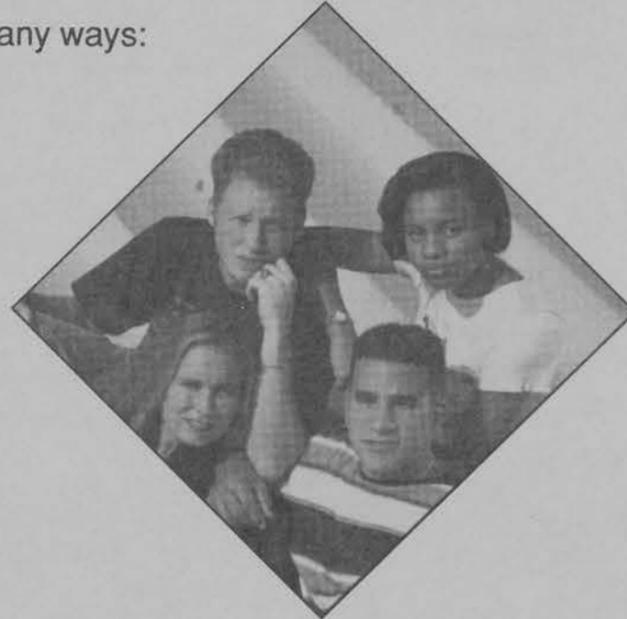
This three-session study circle guide is similar to SCRC's current *Busy Citizen's Guides* on race relations, violence and education. It will help participants address the current challenges facing our corrections system. **Nine Oklahoma cities** will use the guide this fall in a state-wide study circle program sponsored by the League of Women Voters of Oklahoma.

**See order form for details on how  
to order both of these publications.**

**Youth Issues, Youth Voices: A Guide for Engaging Youth and Adults in Public Dialogue and Problem Solving** is a study circle guide that will help young people voice their views on the public issues that touch their lives – issues such as racial conflict, violence, healthy and responsible dating relationships, and substance abuse – and be part of solving these problems on the community level.

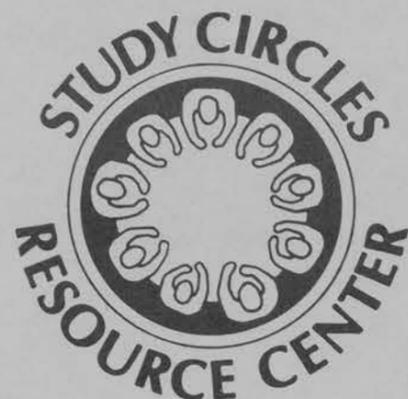
This guide is a flexible tool that can be used in many ways:

- Whether organized through schools, faith organizations, youth organizations such as Boys/Girls Clubs, YWCAs or YMCAs, or community organizations, study circles engage young people, teach them democratic skills, and give them a voice in the larger community.
- Youth study circles can be *all* young people, or include a few adults; can take place inside a sponsoring organization, or reach out to include members of the larger community; can be modest in scope or part of a full-scale community-wide effort.



So that all participants can have a place in the discussions, the guide presents a broad range of viewpoints on four possible issues, as well as guidance on developing materials on other issues. It also includes basic how-to information on study circle organization and leadership, tips on youth-only and intergenerational groups, descriptions of programs that make youth participation an ongoing part of community life, and an extensive resource list.

Also available from SCRC is ***The Busy Citizen's Discussion Guide: Youth Issues, Youth Voices***. This compact version of the full guide is designed as a participant's handout. It contains an introduction, the discussion sessions, and ground rules for useful discussions.

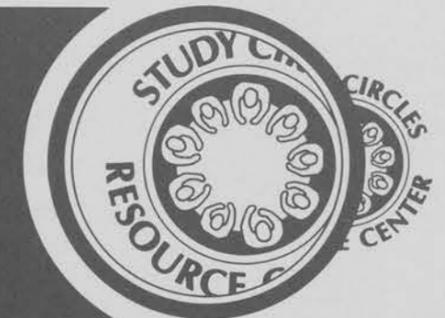


In addition to providing these publications, SCRC is committed to assisting those who are working to create large-scale, community-wide study circle programs. Over 80 communities are currently in some stage of planning or implementing such programs. Call SCRC at (860) 928-2616 for information on how we can help you.

SCRC is a project of the Topsfield Foundation, a private, nonprofit, nonpartisan foundation dedicated to advancing deliberative democracy and improving the quality of public life in the United States.

# FOCUS

## ON STUDY CIRCLES



The Newsletter of the Study Circles Resource Center

Vol. 7, No. 4 Fall 1996

### Bringing Youth Voices into Democracy's Conversation

Most of our public problems – from crime to race relations to substance abuse – directly involve and affect young people. Yet there is little chance in most communities for adults and young people to come together to talk about public issues in a positive and respectful way.

The schools that young people attend and the other youth activities they participate in generally expose them to other young people, with a few adults present in supervisory or leadership roles. The agencies and organizations that work to solve community problems – even “youth problems” – often interact with young people only as clients or recipients.

A growing number of youth professionals and community educators are recognizing the importance of giving young people themselves a real voice in addressing “youth problems.” And study circle organizers who are helping citizens collaborate on public issues are trying to find ways to bring the younger generation into democracy's conversation. Several communities have begun using study circles to engage young people, teach them democratic skills, and give them a voice in the larger community.

#### Three examples

In **Long Beach, California**, the Juvenile Crime Prevention Program (JCPP) has begun to involve young people and adults in study circles to talk about how violence affects their lives, what the causes of violence are, and what they can do together to make a difference. The JCPP is funded by the state Office of Child Abuse Prevention. Through a supplemental grant from the W.K. Kellogg Foundation, the JCPP aims to bring 500 people into 40-50 study circles. “This is a great opportunity for kids and adults to feel

more trust and increase their accountability for each other,” says Rene Castro, a community development specialist with California State University - Long Beach who is working on the program.

Over 1,000 young people and adults in **South Portland, Maine**, have taken part in study circles. In March 1995, a round of study circles focusing on substance abuse took place, ending with a community action forum. In January, 1996, a second round of 52 groups began meeting at South Portland High School, helping faculty, staff, and students focus on the question of how to make the school community a better place. This round was made possible by a grant from the Lilly Endowment, and coordinated by The Roundtable Center. As the action groups which emerged from the first two rounds continue to meet, students, parents, and community members will begin using study circles to focus on the question of how to restructure South Portland's two middle schools. These study circles will be led by high school students who have been trained as facilitators.

The long-established study circle program in **Springfield, Ohio**, has included young people from the beginning. Students at Springfield's North and South High Schools, Clark/Springfield Joint Vocational School, and Keifer Alternative Center meet regularly in study circles on race relations. The student facilitators are trained by the City's Department of Human Relations, Housing, and Neighborhood Services, which coordinates the entire community-wide program. Though the student study circles don't generally include adults, they generate action suggestions for school administrators as well as for students, and organizers at each school report on the results of the groups to the study circle organizers

at City Hall. The Springfield program will be featured in the Spring 1997 issue of *Teaching Tolerance*.

### What can youth study circles accomplish?

Study circles involving young people can achieve at least three important and interrelated goals:

1. **Addressing difficult public problems.** There are many problems in our communities that involve and affect young people. It is hard to imagine making much progress on issues like gang violence, teen pregnancy, sexually transmitted disease, and substance abuse without bringing young people into the conversation. Enacting teen curfews, providing counseling and guidance, or telling kids to "Just say no" may be good answers to some of these problems, but none of them include young people as part of the problem-solving process. Study circles create an opportunity for youth and adults to challenge each other's perceptions, share important information, and work together on solutions.

2. **Providing active civic education for young people.** There is a growing movement to revive civic education and involve young people in community service. Many schools still give little formal guidance to help students become good citizens. Those that do usually offer traditional civics classes that focus on bicameral legislatures and the Electoral College, and reflect a passive kind of citizenship. Especially when study circles are connected to decision-making, the participants learn firsthand a type of citizenship that is active, participatory, and exciting. Since study circles help people gain practical experience in collaboration, and can make a direct impact on an issue like race relations or education, they show young people and adults alike that they can be members of a community capable of solving its problems.

3. **Creating intergenerational connections in the community.** How many social problems have been linked to a lack of role models, an absence of adult supervision, or generally insufficient ties between young people and adults? Public officials, educators, religious leaders, journalists, and pundits all across the ideological spectrum have bemoaned the

fact that many young people don't receive adult guidance and support. When young people are involved in a study circle program, they can form productive, cooperative relationships with adults.

### New SCRC guide: *Youth Issues, Youth Voices*

In response to this growing interest in study circles involving youth, SCRC has developed *Youth Issues, Youth Voices*. This guide is rooted in the belief that young people must be part of the public discussions on issues that affect their lives. We are eager to help you make this happen in your community.

*Youth Issues, Youth Voices* lays out basic material for a four- to seven-session discussion program. It presents background information and a range of viewpoints on issues that are important to youth and adults in many communities:

- What is our community like for young people, and how can we improve it?
- How can we address racial and ethnic tensions?
- How can we work together to reduce violence and make the community a safer place?
- How can we promote healthy and responsible dating relationships?
- How can we address substance abuse?

The guide also includes "how-to" information for involving young people as study circle organizers, discussion leaders, and participants.

Any community organization or coalition can sponsor study circles on youth issues. Schools, government agencies, faith communities, student groups, neighborhood associations, youth programs, Boys and Girls Clubs, YMCAs, YWCAs, sports organizations, social service agencies – all can provide an opportunity for young people and adults to address community issues which involve and impact them.

The organizers in Long Beach, South Portland, and Springfield have shown that young people are eager to have a voice in community problem-solving. Only when we hear those youth voices can we bring all the generations into democracy's conversation.

*Focus on Study Circles* is a free quarterly publication of the Study Circles Resource Center, 697A Pomfret St., PO Box 203, Pomfret, CT 06258. Phone: (860) 928-2616. Fax: (860) 928-3713. E-mail: <scrc@neca.com>.

Editor: Matt Leighninger • Production Manager: Francine Nichols • Assistant Editor: Molly Holme Barrett

The goal of the Study Circles Resource Center (SCRC) is to advance deliberative democracy and improve the quality of public life in the United States. Write or call for information on services and publications, including training and "how-to" publications, consultation and networking services, topical discussion programs, clearinghouse information on topical study circle material developed by a variety of organizations, and an annotated bibliography.

## Creating study circle materials for your community

Imagine this. There is a compelling issue which has captured the attention of your community. You see a golden opportunity to create a community-wide study circle program: your organization would be willing to donate some of your time to do coordinating work, you know someone at the local university who could do facilitator training, some key organizations have expressed interest, and you just had a very interesting talk with one of the mayor's aides. But you have no discussion materials. What do you do?

Many study circle organizers have faced this predicament, and a growing number of them are deciding to plunge in and write their own materials. The result is an expanding library of study circle guides, including materials on affirmative action, school readiness, domestic violence, and children's issues. The great strength of these materials is that they are specific to the situation and to the

concerns of a particular community. Following are three approaches to creating discussion materials for community-wide programs.

**Building on existing materials.** In Los Angeles, the organizers of the highly successful Days of Dialogue study circle program recognized that affirmative action would be a compelling issue because of the California Civil Rights Initiative on the ballot this fall. They created a new guide by combining parts of SCRC's *Can't We All Just Get Along?* with new sessions written by the University of California at Los Angeles and the Rand Corporation. The resulting *Discussion Guide on Race Relations and Affirmative Action* was used by approximately 2,000 Southern Californians in study circles in May and June. The guide has five sessions:

1. Race relations: Experiences, perceptions, and beliefs (from *Can't We All Just Get Along?*)
2. Affirmative action: Experiences, perceptions, and beliefs
3. Six viewpoints on affirmative action

4. Affirmative action public planning exercise (written by the Rand Corporation)
5. What can we do about affirmative action and related issues?

**Creating materials from scratch.** In Syracuse, the InterReligious Council of Central New York created discussion materials for a community-wide study circle program on children's issues. *How Do We Create a Community Where All Children Are Valued, Supported, Healthy, and Safe?* includes a session on personal experiences, a final session on action, and four middle sessions reflecting four major viewpoints on children's issues.

**Incorporating local voices.** A study circle effort in Northeast Connecticut grew out of a program called "A Look at the Future: Children in Northeast Connecticut," which began with a series of focus

groups on children's issues. The Connecticut Commission on Children incorporated quotes from those focus groups into a guide called *School Readiness: How Can We Prepare for the Future?* The quotes give a direct, local feel to the guide's five sessions:

1. What do we want for our young children?
2. How can we improve the stability of families with young children?
3. How can we improve the health and safety of our children?
4. How can we improve the early care and education of children?
5. Making a difference: What can we do to help children in our region?

If you don't want to create an entire discussion guide, you can follow the example of many study circle organizers and create handouts for use with SCRC guides. Many newspapers have also published articles to accompany study circle programs.

*Continued on page 6*

### How SCRC can help

If you are considering developing study circle materials for a community-wide program, please let us know. We'd be happy to brainstorm with you as you try to outline the material and frame the issue. We can also read and comment on any drafts that you send us. SCRC's *Planning Community-wide Study Circle Programs: A Step-by-step Guide* and our *Guidelines for Creating Effective Study Circle Material* may also be helpful to you. Contact SCRC for copies of these guides, or of the three discussion guides mentioned in this article.

## News from community-wide programs around the U.S.

Following are some of the highlights from community-wide study circle programs around the country (Please call SCRC for more information):

**Iowa** – The Iowa Civil Rights Commission will be assisting diversity appreciation teams in 10 Iowa cities to create community-wide study circle programs on race relations. Each team consists of a coalition of stakeholder organizations dedicated to fostering and promoting racial understanding in that community. SCRC will conduct a state-wide organizing meeting this fall, and make a presentation at the commission's "Faces and Voices of Iowa" conference.

**Kent County, Michigan** – Kent County, where Grand Rapids is located, will be the first community to pilot study circles as part of a state-wide program called "Michigan Town Meetings for School Improvement: Engaging the Whole Community." The project is coordinated by the Michigan Foundation for Educational Leadership (MFEL), an affiliate of the Michigan Association of School Boards. Additional coordination is provided by the Kent County Intermediate School District. The Kent County project, endorsed by the superintendents of all

Kent County school districts, initially calls for the formation of "convenor groups" to conduct local town meetings and form study circles in three prototype Kent County districts. The resulting model will be spread to all 20 districts and, ultimately, to other Michigan counties. The county-level dialogues will move to the state level at the annual Governor's Education Summit. This year's September 17th Summit will serve as the launching pad for the Michigan project. In addition to MFEL, project partners include the Institute for Educational Leadership (IEL), Public Agenda, Inc., Grand Valley State University (Grand Rapids), and the Michigan Department of Education.

**Highland Park, New Jersey** – In a program sponsored by the town's Committee on Race Relations and Diversity, key community leaders have completed a successful pilot of study circles on race relations. From this core group they are building a community-wide organizing coalition. With strong

support from local newspapers and guidance from the New Jersey Attorney General's Office of Bias Crime, organizer Valorie Caffee says the committee expects to launch a full-blown study circle program this fall.

**Montgomery County, Maryland** – Over one hundred people attended a study circle organizing meeting held by the Montgomery County Human Relations Commission in June. Pilot study circles are currently underway, and a steering committee for the program has begun to meet.

**Lima, Ohio** – The most recent round of study circles, which focused on crime and violence, led to the creation of 11 task forces to work on various aspects of the problem. Each task force includes citizens, public officials, and representatives of churches, businesses and other organizations. So far, the task forces have created a number of initiatives, including:

a city-wide school mentoring program; a Community Mediation Training Project; and a Drug and Alcohol Awareness Program. The City of Lima's Study Circle Council was awarded a \$20,000 grant from the state Criminal Justice Bureau to establish a Violence Prevention Center that will help coordinate the work of the task forces.

Lima continues to exemplify the power and variety of outcomes that can result from a study circle program: three Lima congregations – one predominantly African-American, the others traditionally white – whose members first formed friendships through the study circles collaborated on a production of the musical *Godspell*.

**Spokane, Washington** – Judith Mason of Leadership Spokane has taken the lead role in organizing a study circle program on race relations. The Human Relations Commission and Unity in Action committee are also heavily involved. Three pilot study circles have been held, with the full community-wide program getting underway this fall.

**New Castle County, Delaware** – October 6th is the kickoff date for the second annual "YWCA Week Without Violence." As part of that initiative, the YWCA of New Castle County will launch Delaware's first community-wide study circle program. The YW

### Planning guide is on-line

Thanks to the **Civic Practices Network**, you can now access *Planning Community-wide Study Circles: A Step-by-Step Guide* on the World Wide Web. The guide and other SCRC materials can be found at <<http://www.cpn.org/scrc>>.

has reached out to state-level officials, the business community, and community organizations, including the Criminal Justice Council, Department of Public Safety, University of Delaware, the DuPont Company, and the Department of Public Instruction. While organizing efforts have so far concentrated on New Castle County (the most populous of Delaware's three counties), the YWCA hopes to hold study circles across the state.

**Muncie, Indiana** – Roughly 100 people took part in a first round of study circles in the Fall of 1995. Numerous projects and activities have resulted: one group participated in after-school activities with elementary school children and took part in a tutoring program; another group formed a task force, People Against Racism (PAR), to work with community leaders in various sectors on issues of race. PAR has established a support group for grandparents of bi-racial children, and developed a cosmetology program with the Muncie schools to provide education on hairdressing for different ethnic groups. From the initial group, a clergy task force formed to assure the continuation of the program and expand it to the schools, unions and area businesses. A second round of study circles started in May.

**Champaign, Illinois** – The YWCA has teamed up with the city's race relations committee and Human Services Council to sponsor a study circle program. Twelve pilot groups have concluded a round of discussions, and one large training has been held for employees of the Champaign school system. Planning is underway for the expansion of the program, not only within Champaign, but in adjoining Urbana.

**Syracuse, New York** – A successful community forum provided an exclamation point for "Community Wide Dialogue," the study circle program in Syracuse and its environs. The organizers developed a discussion guide to bring citizens into discussion and action on children's issues (see p. 3). The program is sponsored by the InterReligious Council of Central New York, The Gifford Foundation, the Syracuse *Herald American*, and Crouse Irving Memorial Hospital. Forum attendees signed up for 15 different action groups. The action groups originated as suggestions from the study circles, and ranged from an effort to increase child mentoring opportunities to a committee meeting on ways to campaign for a national living

### New articles by SCRC staff

A number of recent and forthcoming publications contain articles by SCRC staff members. Contact SCRC for information on:

"Getting the Whole Community Involved: Democratic Dialogue Galvanizes Community Service," by Martha McCoy, in *Leadership*, the magazine of the Points of Light Foundation.

"Measuring the Results of Community-wide Study Circle Programs," by Matt Leighninger, forthcoming in *Public Management*, the journal of the International City/County Management Association (ICMA).

"Rediscovering the Public: Reconnecting Ethics and Ethos Through Democratic Civic Institutions," by Matt Leighninger and Edward Sember, in *Ethical Dilemmas in Public Administration* (Praeger Press).

"Study Circles: A Public Setting for Prejudice Reduction and Conflict Resolution," by Martha McCoy, forthcoming in *Forum*, the magazine of the National Institute for Dispute Resolution (NIDR).

"Study Circles: Foundations of Democracy," by Matt Leighninger, in *Policy as Democracy*, published by the New School for Social Research.

wage. Over 300 people participated in the study circles. Contact SCRC for copies of the forum agenda, descriptions of the action groups, newspaper articles, and the discussion guide.

**Cleveland, Ohio** – The Honest Conversations study circle program received a boost from a lead editorial in the Cleveland *Plain Dealer*. The piece praised the efforts of the National Conference, which is the lead organization in the program. According to the editorial, the study circle planners have "courageously undertaken" the work of "laying the foundations" for public dialogue and problem-solving in the Greater Cleveland area.

**Jeffersonville, Indiana** – This summer, sixty people from thirteen local congregations completed a pilot round of study circles on race relations in this church-driven program. At a follow-up celebration at the end of August, participants talked about the strengths and weaknesses of the program, and discussed possible action steps. The Reverend Joe Easley, the program organizer, is now reaching out to the NAACP, members of city and county governments, and representatives of the business community to create a broad-based coalition to expand the program.

## Study circles and the November election: Where's the connection?

by Martha McCoy, SCRC Executive Director

As we were preparing this issue of *Focus*, it dawned on us that we were saying little about the upcoming presidential election. Since SCRC is dedicated to the enhancement of deliberative democracy, this omission might seem strange to some of our readers. After all, election season is frequently a time for those who care about democracy to try to engage the "disconnected public."

Ever since our beginnings, six years ago, SCRC has been exploring ways to help citizens connect with public life. In our travels and phone conversations, we have heard certain questions and concerns over and over: "How can we make a difference on the issues that affect our lives? How can we overcome barriers – ideological, racial, economic, urban/suburban/rural – so that we can work with others on those issues? How can we have a real voice in public decision-making?" Those who are asking these questions come from every part of the country, every ethnicity, every economic group, and every part of the political spectrum.

Answering these questions will require the imagination and creativity of many different kinds of people in many different places. National leadership can encourage and foster such creativity, but the work itself must take place in local communities. That is the living, breathing kind of democracy-building that study circle organizers are doing. They are finding ways for different people to listen to each other, share openly

"Materials," continued from page 3

You don't need color photographs or salaried researchers for good discussion material. You *do* need to include:

- Background information about the issue – particularly how it affects your community;
- A first session that gives people a chance to talk about personal concerns, experiences, and perceptions related to the issue;
- Middle session(s) that include a fair, balanced range of viewpoints on the issue – be sure to cover all the ideological bases;
- A final session that provides a chance for people to consider action steps they can take.

about their concerns, and "get underneath" the sound bites that dominate most political talk. They are creating opportunities for ordinary people to envision and create solutions that they themselves can take part in. They are finding ways for everyday people to make a direct impact on public problems, and to enter a constructive exchange of ideas with elected officials and other community leaders. The result of these efforts is a reinvented citizenship – active and connected, not the passive, spectator variety that makes people turn off and tune out.

Of course, we're not advocating giving up on our national political life. Far from it! Indeed, efforts to keep citizens informed, to improve the quality of election coverage, to register new voters, and to make national politics more responsive to citizen voices, are vital to our democracy. But we need to put this work into its larger context. Elections and candidates are highly visible, but they come and go. The crying need for democratic life in our communities and the opportunities to create it are *always* there. Reinvigorating democracy is something we must do on a daily basis, not just the first Tuesday in November.

The local study circle work many of you are doing is laying the foundations for democracy on a national scale. We envision a time when deliberative democracy will be growing and thriving in so many communities that it will change the face of national public life. We salute those of you who are engaged in this struggle to build democracy from the ground up.

- How-to information about the study circle process (you are welcome to reprint text directly from SCRC publications).

SCRC's three main discussion guides – on race relations, violence, and education – have helped many communities begin the process of revitalizing civic life. But one of the goals of SCRC is to help communities involve citizens in addressing all the public issues they are facing. For that to happen, study circle organizers will need to be able to create their own materials. The success of the organizers in Los Angeles, Syracuse, and Northeast Connecticut proves that this can be done, and done well.

## Announcements . . . News . . . Updates . . . Resources

**National Community Education Day celebrates community** – The 15th annual National Community Education Day will be held on November 19th. This year's theme, *Celebrating Community*, will draw attention to the role community educators can play in helping people reclaim and rebuild their communities. The **National Community Education Association** (NCEA) has asked SCRC to be one of the co-sponsors of the event. In the most recent issue of *Community Education Today*, the NCEA urged readers to "use study circles to renew a sense of community," and highlighted SCRC's *Planning Community-wide Study Circle Programs* as a key resource for Community Education Day. Visit the NCEA web-site at <<http://www.idsonline.com/ncea>>.

**Money+Politics takes on campaign finance reform** – The *Money+Politics* project is a grassroots effort to reframe the debate on the role money plays in politics. The project, which is a partnership of **The League of Women Voters Education Fund** and **The Harwood Group**, invites citizens and elected officials to help create conditions in which meaningful action can take place. In the first phase, which was completed in July, 1996, citizen assemblies of 24 randomly selected people took place at six sites. The second phase will begin in November with citizen assemblies in 40 Congressional Districts; contact Money+Politics if you would like to be an organizational partner for the second phase. For more information, or to obtain a copy of the Public Voice Report which summarizes the results of the first phase, contact Sean Treglia at The Harwood Group, (301) 656-3669.

**First study circles in Lithuania** – The first study circle training in Lithuania was recently conducted by Dr. Edward Sember, a professor at the University of Connecticut's Institute of Public Service. **The American Professional Partnership for Lithuanian Education** brought Sember to the town of Trakai, Lithuania, as part of an effort to foster deliberative democracy and civic participation in the former Soviet republic.

**Project Vote Smart aids voter self defense** – In a presidential campaign year, factual information about the candidates and where they stand on the issues will be at a premium. **Project Vote Smart**, a nonpartisan, nonprofit voter informa-

tion organization, can provide you with free information about presidential, congressional, gubernatorial, and state legislative candidates. Call the researchers on the toll-free Voter's Research Hotline at (800) 622-SMART for information over the phone or to request a free copy of *The Voter's Self-Defense Manual*. For additional information, visit the Project Vote Smart web-site at <<http://www.vote-smart.org>>.

**Not in Our Town campaigns to stop hate violence** – The Public Broadcasting Service (PBS) will re-broadcast *Not in Our Town* at the end of the year. This uplifting film describes how the citizens and institutions of Billings, Montana, joined together to take a stand against intolerance and hate crimes in their community. Included in the re-broadcast will be a new episode on communities across the nation that have used Billings as a model for countering intolerance. The California Working Group (producers of the film) and the Institute for Alternative Journalism (IAJ) will organize a follow-up *Not in Our Town Week* which will include public screenings, town hall meetings, and community dialogues about fighting hate crimes and intolerance. For more information, call California Working Group at (510) 547-8484.

**From Me To We will address threats to civic life** – Recent polls suggest that Americans have lost trust in their government, in virtually all other institutions, and even in each other. A panel of experts will address these trends in *From Me To We: Renewing America's Civic Life in an Information Age*, a live, interactive national teleconference which will take place on October 24. Charlayne Hunter-Gault will be the moderator, and the panelists will include Benjamin Barber, Christopher Gates, and E.J. Dionne, Jr. The teleconference, which is sponsored by a coalition that includes many national civic organizations, will be downlinked to over 500 community sites around the country. For more information or to register as a downlink site, call Eisenberg Associates at (202) 393-2208.

**Genesis Group Discussions** – Starting in October, Public Broadcasting Service (PBS) stations around the country will air the new 10-part Bill Moyers series *Genesis: A Living Conversation*. "My hope for the series," says Moyers, "is that it will encourage others to do what we have attempted in these conversations – to read and talk about the stories of

Genesis...as a way of opening one's mind to what we can learn from each other." The series, its companion book, and *Talking About Genesis: A Resource Guide* will be valuable tools for communities trying to involve citizens in dialogue about religious and secular issues as they relate to the ancient stories. For more information, contact Leanna Mercedes, National Outreach Coordinator for the series, at (212) 560-3048.

**DebateWatch '96 is launched** – In 1992, focus groups sponsored by the **Commission on Presidential Debates** (CPD) showed that citizens gained much more from the presidential debates by watching and discussing them together. This election year, CPD has announced *DebateWatch '96* to help people take part in small-group dialogues after each of the four nationally televised debates. Over 100 organizations have signed on to endorse the project, including SCRC. For a copy of the DebateWatch kit, or to host a debate discussion, contact the Debate-Watch Research Center at (800) 340-8109 or <presdeb@falcon.cc.ukans.edu>. The CPD web-site is at <<http://www.debates96.org>>.

**Citizens '96 presents Election Survival Guide** – SCRC has served on the national advisory board for Citizens '96, a part of the **PBS Democracy Project**. Citizens '96 is helping voters prepare for the November elections with *The Election Survival Guide*, a one-hour PBS television special combining field reports, studio interviews, tips on how to watch debates and decode political commercials, and a Presidential job description crafted by citizens around

the country. Citizens '96 is produced by Wisconsin Public Television, WETA Washington D.C., and KTCA St. Paul. The *Election Survival Guide* is a joint effort by public television stations, newspapers from around the country, and *U.S. News and World Report*. The program will air on September 20th at 9 p.m. ET (check local listings) on PBS. In addition to the broadcast, Citizens '96 has developed a print version of *The Election Survival Guide*. A number of national civic organizations, including SCRC, contributed to the publication. For a free copy of the guide (plus \$3.00 shipping), write to: Citizens '96, Wisconsin Public Television, 821 University Avenue, Madison, WI 53706-1412.

**Study circles spread through Hungary** – A number of innovators in Eastern Europe are using study circles to foster active, democratic citizenship. Supported by a grant from the **German Marshall Fund**, Paul Kando and Éva Borbély Nagy of the **Re-Inventing Hungary Club** have conducted study circle organizing and training meetings all over Hungary during the last year. Kando and Nagy adapted and translated SCRC materials to create *Párbeszéd Kőr Kézikönyv*, a set of Hungarian study circle guides. Study circles in Nograd County led to changes in the way municipal council meetings involve average citizens; in Szeged, the Re-Inventing Szeged Club was formed to involve citizens in study circles on the long-range development of the city. For more information on the project and its future plans, contact Paul Kando at (207) 563-5487.



Study Circles  
Resource Center  
P.O. Box 203, Rt. 169  
Pomfret, CT 06258

A Project of  
Topsfield Foundation, Inc.

Address correction requested

Non-Profit Org.  
U.S. Postage  
**PAID**  
Pomfret, CT 06258  
Permit No. 13

## Topical Discussion Programs and Other Resources Available from the Study Circles Resource Center

Publications of the Study Circles Resource Center (SCRC) include topical discussion programs; how-to material for study circle organizers, discussion leaders, and trainers. Prices for materials are noted below. You are welcome to order single copies and then photocopy as necessary for your discussion group.

### General publications from the Study Circles Resource Center

#### How-to Guides (prices vary as noted below)

- \_\_\_ *The Study Circles Handbook: A Manual for Study Circle Discussion Leaders, Organizers, and Participants* \$2.00
- \_\_\_ *A Guide to Training Study Circle Leaders* \$2.00
- \_\_\_ *Guidelines for Creating Effective Study Circle Material* \$2.00
- \_\_\_ *Study Circles in Paired Congregations: Enriching Your Community Through Shared Dialogue on Vital Issues* \$2.00
- \_\_\_ *Planning Community-wide Study Circle Programs: A Step-by-Step Guide* \$15.00

### Topical discussion programs

**Comprehensive Discussion Guides - \$5.00 each.** See corresponding Busy Citizen's discussion guides for the programs on education, race, violence and youth issues.

- \_\_\_ *Education: How Can Schools and Communities Work Together to Meet the Challenge?*
- \_\_\_ *Confronting Violence in Our Communities: A Guide for Involving Citizens in Public Dialogue and Problem Solving*
- \_\_\_ *Can't We All Just Get Along? A Manual for Discussion Programs on Racism and Race Relations*
- \_\_\_ **New! Youth Issues, Youth Voices: A Guide for Engaging Young People and Adults in Public Dialogue and Problem Solving**
- \_\_\_ *In Harm's Way: When Should We Risk American Lives in World Conflicts?*

### Busy Citizen's Discussion Guides - \$1.00 each

- \_\_\_ *The Busy Citizen's Discussion Guide: Education In Our Communities*
- \_\_\_ *The Busy Citizen's Discussion Guide: Violence in Our Communities*
- \_\_\_ **New! Guía Para Discusiones Del Ciudadano Activo: La violencia en nuestras comunidades** (Spanish Translation of Busy Citizen's booklet on violence)
- \_\_\_ *The Busy Citizen's Discussion Guide: Race and Race Relations*
- \_\_\_ *Guía de discusión para el ciudadano ocupado: El racismo y las relaciones interraciales* (Spanish translation of Busy Citizen's booklet on race relations)
- \_\_\_ **New! The Busy Citizen's Discussion Guide: Youth Issues, Youth Voices**
- \_\_\_ **New! Balancing Justice: Setting Citizen Priorities for the Corrections System**
- \_\_\_ *The Busy Citizen's Discussion Guide: Sexual Harassment*
- \_\_\_ *The Busy Citizen's Discussion Guide: Civil Rights for Gays and Lesbians*

### Public Talk Series program - \$2.00 each

- \_\_\_ 502 - *Immigrants, Your Community, and U.S. Immigration Policy* (comes with handbook)
- \_\_\_ 302 - *The "Right to Die"* (comes with handbook)
- \_\_\_ 501 - *Homelessness in Our Community: What Can We Do?* (comes with handbook)
- \_\_\_ 301 - *The Death Penalty in the United States* (comes with handbook)

### Special offer!

- \_\_\_ Complete set of back issues of *Focus on Study Circles* - \$8.00

Cost of items ordered:	_____
Shipping and handling:	<u>2.00</u>
<b>Total:</b>	_____

Prepayment of orders under \$20.00 is required. Please make checks payable to the Study Circles Resource Center.

Return this form to SCRC, PO Box 203, Pomfret, CT 06258.

**If the address label below is incorrect, please make changes here:**

Name: \_\_\_\_\_

Organization: \_\_\_\_\_

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

City/State/Zip: \_\_\_\_\_

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

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

Do you have friends or colleagues who might like to receive study circle information?

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Organization: \_\_\_\_\_

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

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

City/State/Zip: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

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

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

**Please describe the nature of this person's possible interest in study circles.**

**Please describe the nature of this person's possible interest in study circles.**



**Study Circles  
Resource Center**  
P.O. Box 203, Rt. 169  
Pomfret, CT 06258

A Project of  
Topsfield Foundation, Inc.

Address correction requested

16410  
Barbara Bearman  
4401 Park Glen Rd Apt 201  
Saint Louis Park MN 55416-4765



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Pomfret, CT 06258  
Permit No. 13

1. Letter Head - (not NAAEP)
2. Advisory Comm - Yes
3. Start-up & Planning
4. Inclusion of others - get folks here: Was NAAEP involved?

various  
diff

initial  
 Issue office -- Start up & planning - to make  
 contact with and solicit support & input in this effort.  
 Hire some folks to help pull together the people  
 and organizations

Capacity building grant  
 to provide seed capital to build the  
 foundation to carry out this effort

make initial contact with organizations/institutions that  
 have a stake in this issue

establish an adv. comm.tee

stop - Budget - Seminar  
↓  
Food.

### 3. Assist Communities

Attempts to  
relieve  
this?

- Organisms to help ~~schools~~ <sup>the</sup> ~~community~~ <sup>institutions</sup> and ~~schools~~ <sup>schools</sup> to become better integrated
- Provide a resource for ~~for~~ networking: identify & lead people to ~~References~~ <sup>References</sup>, people to relevant information & expertise.
- \* Workshops -

Order

JERC

Physical Office space

Location - ~~the~~ <sup>the</sup> ~~MM~~ <sup>MM</sup> Church Center

Computer/Printer

Office furnishing & equipment -

Director	35,000 x 3 =	105,000
Associate Director	27,000 x 3 =	81,000
Top assistant	22,000 x 3 =	66,000
+25% for benefits		252,000 + 8000

3 years

260,000

Rent - 300 x 12 = 3600 x 3 = 108,000

Video production - location + frame issue 15,000

Materials - Study Circle Guide, etc. 50,000

~~Forum~~ Forum & Workshops (targeted audience) 15,000

Stationery & ~~Photo~~ reproduction costs 7500

Personnel

ITCA -  
Running

Goals: Create a vision

- ① Create a broad coalition that advocates existing <sup>then institutions</sup> ~~integrated~~ communities & schools; and <sup>that</sup> ~~that~~ <sup>integrated</sup> ~~integrated~~ communities in becoming integrated;
- ② ~~that~~ <sup>to</sup> create ~~parties~~ and inform public discussion about that will advance Inter-Comm-

Creates

Discussion on how discussion is framed.

### 1. Coalition Building -

- Faith Communities
- Political Elected Officials
- Neighborhood group
- Professional Educational groups
- Labor unions
- Parent group
- Business organizations
- Civic groups:
- Civil rights organizations
- ~~that~~ Human Rights Commissions
- ~~the~~ Libraries

### 2. Create & Inform

- Study Circle
- Forums
- Public Conferences
- Media -
- Workshops
- Conversation
- resource materials
- eg video - discussion guide
- Speakers Bureau

Study Circle  
Model  
↓  
ROSS

Gary  
Salk vaccine - April 22

May 17th - Humphrey Institute  
end of June - NEA  
4-13-95  
Meyers

# Conversation with Gary Orfield

Can't get court to stipulate to the facts quickly -

Questions whether this can really happen -

Point to having a remedy - <sup>Can't have it if we go for settlements</sup>

Best remedy - Metropolitan School District

Easy remedy - Voluntary movement -

If after a judicial remedy - Unit say that in  
testament liability first - for wide remedy. Beginning

Best remedy -

Leaving part of remedy

How can we move fast to get Supreme Court to rule?

Build up support so that we are treated equally in media -

Create tremendous pressure on those by discovery.

Orfield - No charge - if working for party -  
only if working

Sen Stevens ~~sumner~~ - Better for monitoring a remedy.

School districts join our suit - Not other way around.  
We run ship

Been involved in something -  
think about remedy

# 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: <ul style="list-style-type: none"> <li>- Racial &amp; socioeconomic makeup across different school districts</li> <li>-- Achievement statistics across different school districts</li> <li>-- Resources available across different school districts</li> </ul>	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: <ul style="list-style-type: none"> <li>- Effects of concentrated poverty on schools</li> <li>-- Need for busing/desegregation</li> <li>-- Differences in tax resources</li> <li>-- Lack of interaction across races and classes</li> </ul>	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

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### 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:  
 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: 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:  
 Darryl 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

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### 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:  
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 Housing & Education Equity Project

Advisory Board Meeting  
March 14, 1996

## AGENDA

1. Status Report
  - a. Study Circle collaboration project
  - b. Coalition meeting planning
  - c. Alliance for Metropolitan Stability
  - d. State Board of Education and Minneapolis Public Schools
  - e. City of Minneapolis and neighborhood planning
  - f. Board reports/issues
2. Need for input from Board
  - a. Mission statement development (and relation to organization name)
  - b. Need for clarity regarding our structure and future plans
  - c. Board assistance needed for fundraising and strategic planning
  - d. Possibility of expanding Board (or Advisory Council)
3. Coalition meeting
  - a. Approach
  - b. Presentations/briefings
  - c. Dialogue
    - i. Common ground/principles
    - ii. Issue identification
    - iii. Coalition structure
  - d. Next steps/outcomes
4. Study Circles *MN Minority Education Project* *Minneapolis Initiative Against Racism*
  - a. Proposal developed with MMEP and MIAR
  - b. Approval
5. Fundraising
  - a. Study circle project
  - b. Barb's request for Data Coordinator fundraising
  - c. Post-June funding
6. Meeting schedule
  - a. Regular Board meeting time — *9 AM*
  - b. Coalition meeting dates — *put in book*

## Mission statement possibilities

To encourage metropolitan-wide racial and economic integration in both schools and housing, through:

- Advocating for expanded housing and educational opportunities throughout the metro area;
- Advocating for a metropolitan-wide school system that is racially and economically integrated and equitable;
- Working to reverse the metropolitan trends of polarization and concentrations of both poverty and wealth;
- Educating both citizens and policymakers about the growing disparities in the metro area and how they hurt the entire region;
- Educating both citizens and policymakers about the long-term benefits of and need for racial and economic integration; and
- Coalition building and collaborative efforts that broaden and build upon our work as an individual organization.

To work toward establishing equity in the resources allocated to and the opportunities available in the schools and housing of the Twin Cities metropolitan region for all racial, ethnic, and socioeconomic groups, through:

- Advocating for expanded housing and educational opportunities throughout the metro area;
- Working to reverse the metropolitan trends of polarization and concentrations of both poverty and wealth;
- Educating both citizens and policymakers about the growing disparities in the metro area and how they hurt the entire region;
- Educating both citizens and policymakers about the long-term benefits of racial and economic integration and equity; and
- Coalition building and collaborative efforts that broaden and build upon our work as an individual organization.

To work toward a metropolitan region and individual communities:

- That are racially and economically inclusive and diverse;
- That give families of all incomes, races, and ethnicities access to schools and housing throughout the metropolitan area;
- That have policies and practices in place to prevent the concentration and isolation of any one group of children or citizens.

EDUCATION AND HOUSING EQUITY PROJECT

POSSIBLE MISSION STATEMENTS

TRAVIS LEE    MARCH 1996

TO FACILITATE INFORMED PUBLIC DISCOURSE  
THAT WILL LEAD TO A BROADBASED COALITION  
DEDICATED TO A PROSPEROUS METROPOLITAN  
AREA THAT IS CULTURALLY DIVERSE IN BOTH  
EDUCATIONAL AND LIVING PURSUITS

WE BELIEVE THAT THE ENVIRONMENT THAT FOSTERS  
THE MOST PROGRESS FOR OUR SOCIETY IS ONE THAT  
IS INTEGRATED BOTH GEOGRAPHICALLY AND EDUCATIONALLY  
THIS GOAL CAN ONLY BE OBTAINED THROUGH THE  
CONTINUOUS ENLIGHTENMENT OF THE PEOPLE AS TO  
THE REWARDS OF SUCH A SOCIETY    THAT IS JUST,  
IMPARTIAL, AND FAIR

## MEMORANDUM

**TO:** MIAR Education Task Force Members and Collaborators  
**FROM:** Darcy Seaver, Bruce Vandal, and Dick Little  
**DATE:** March 12, 1996  
**RE:** Proposal for metrowide study/strategy circles

---

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

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

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

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

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

[March 10, 1996 draft]

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

*Objectives:*

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

*Structure of discussion groups:*

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

*Planning steps:*

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

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

- (c) **Sponsors.** Will sponsor study circles by recruiting individuals for study circles, facilitating study circles, and providing a location for study circle meetings. Will sign a "Pledge of Participation" outlining their roles and responsibilities in the project.
- (d) **Public officials/institutions.** Will sign a "Pledge of Respect," signifying their support of the project and their intent to consider and respect the strategies developed by the groups. (Sample institutions and officials: the Governor; the Met Council; MN Dept of Children, Families, and Learning; MN Housing Finance Agency; mayors; school boards, etc.)

2. Develop budget and fundraise (proposal by 4/30; funding by 6/30)
3. Recruit sponsors (who will recruit facilitators, participants, etc.) (Summer 1996)
4. Develop base materials to be used in groups (Summer 1996)
5. Train facilitators (August)
6. Organize Community Forum I (early September)
  - To introduce the issues and why they are important
  - To kick off the community-wide strategy discussion project
7. Conduct the discussion groups (mid-September through October)
8. Groups conduct their mini-community forums (early November)
9. Organize overall Community Forum II (January 1997)
10. Issue some form of report/findings

METROPOLITAN INTERFAITH COUNCIL on AFFORDABLE HOUSING

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

Micah 6:8



March 19, 1996

Barb Bearman  
Minneapolis NAACP  
4401 Park Glen Rd  
St Louis Park MN 55416

Dear Barb:

Greetings! As you may know, we are the Coordinators of the ~~Housing & Education Equity~~ Project, a new organization here in the Twin Cities. Part of our mission is to act as a catalyst for the building of broad-based coalitions that can advocate for racially and economically inclusive communities that give families of all incomes, races, and ethnicities access to schools and housing throughout the metropolitan area. We are happy to report that after three months of meeting with numerous organizations and individuals (thank you!), we are now turning our attention to helping such a coalition become active.

As we all know, these issues are as complex and daunting as they are immediate. There is a critical need for us to come together to devise a grassroots response: a new voice and strategies for dealing with the increasing disparities and segregation developing in the schools and housing of the Twin Cities area. We have an obligation to our communities and children to figure out how best to do that - and we need to do it together.

Please join us as we begin this dialogue. We will kick off the discussion with brief informational presentations on these issues from various perspectives (the state legislature, current academic research, the courts, and nonprofit advocacy and service). From there we will open up the discussion to begin exploring where and how we might work together. Join us on:

**Tuesday, April 2  
2:00-4:00 p.m.  
Minnesota Church Center  
122 West Franklin Avenue (at Franklin & Pillsbury)  
Minneapolis MN 55404**

We look forward to seeing you there. If you have any questions, suggestions for additional individuals or organizations we should invite, or if you will be unable to attend this first meeting, please contact us at 871-8980.

Sincerely,

Travis Lee  
Co-Coordinator

  
Darry Seaver  
Co-Coordinator

TO: Mike, Matt, Barbara  
FROM: Darcy and Travis  
RE: Organization name ideas  
DATE: January 2, 1996

---

Since our last meeting, we have been discussing the issue of what to call our new organization. After reading more background information and talking to more people, we are even more convinced that we should consider changing the name "Citizens for Integrated Communities." The following are just some possibilities we would like to throw out (note that many of these words are, of course, interchangeable; for example, project could just as easily be coalition or alliance or the like):

~~Citizens for Inclusive Communities~~

~~The Equal Access Project~~

The Education and Housing Equity Project

EHEP

~~The Equitable Education and Housing Partnership~~

~~The Desegregation Action Network~~

~~The Coalition for Quality Schools and Fair Housing~~

~~The Coalition for Educational and Housing Equity~~

~~Citizens for Equal Opportunity in Housing and Education~~

~~The Equitable Communities & Schools Project~~

~~The Diversity Action Network~~

~~Citizens for Inclusive Communities and Quality Schools~~

# MIAR EDUCATION TASK FORCE

## FAX TRANSMISSION

If you experience any difficulties with this transmission, please call (612) 827-7501.  
Fax: (612) 827-7359

**DATE:** 1 April 1996

**TO:** MIAR Education Task Force Members and Collaborators\*

**FROM:** Dick Little, Task Force Chair

**SUBJECT:** Meeting of Project Collaborators  
8:00 a.m., Thursday, April 11, 1996  
Minnesota Church Center  
122 W. Franklin Ave., Minneapolis

**TOTAL PAGES:** 6 (including cover)

**MESSAGE:** Attached are memos updating everyone on the status and next steps for the Study/Strategy Circle Project focusing on economic and housing segregation and quality public education. These memos include the most recently revised project draft proposal and a piece chronicling the process and meetings held since project inception in January.

\*Bruce Vandel, Minnesota Minority Education Partnership  
Darcy Seaver and Travis Lee, Housing and Education Equity Project  
Jon Levy and John Powell, Institute on Race and Poverty  
Scott Bol, Minneapolis Community Education  
Arthur Higgins and Christy Snow, Minnesota Fair Housing Center  
Nancy Smith, Urban Coalition  
Elizabeth Watkins, Minnesota Children, Families and Learning  
Bob Simpson, PEDS  
Steve Dickenson, MRA  
Bob Milnar  
Sara Robertson, Andersen School Multicultural Lab  
Carol Wirtshafter, World of Difference Campaign  
Robb Randle, Minneapolis Initiative Against Racism

Additional parties receiving this fax: See next page

FYI John Vinton, Hamline Dialogues  
Ross Corson, Minnesota Community Conversations  
Jeremy Iggors, Star Tribune of the Twin Cities  
Cynthia Jackson, First Opportunity  
Ann Tressel, Way To Grow  
Flo Wiger, Metropolitan State University  
Karen Kingsley, Community Action for Suburban Hennepin  
James Addington, Tri-Council Coordinating Commission,  
Greater Minneapolis-St. Paul Council of Churches  
Eric Stevens, St. Davids School  
Dale Means, American Indian Opportunities Industrialization Center  
Mike Anderson, Metropolitan Interfaith Council on Affordable Housing  
Carol Johnson, St. Louis Park Public Schools  
Paul Goren and Zib Hinz, Minneapolis Public Schools  
Dr. Betty Jo Webb, Minneapolis Public Schools  
Ross Taylor, Minneapolis Board of Education  
Fred Tenfingers, Suburban Hennepin Anti-Racism Coalition  
Carrol Horton, Political Science Dept., Macalester College  
Myron Orfield, Minnesota House of Representatives  
Matt Leighninger, Study Circles Resource Center

## MEMORANDUM

**TO:** Initiative Against Racism study/strategy circle project collaborators  
**FROM:** Darcy Seaver, Bruce Vandell, Dick Little  
**DATE:** April 1, 1996  
**SUBJECT:** Project Status and Next Steps

---

This is to provide a brief update on this project's status and our next steps. Enclosed is an earlier memo summarizing how we came to develop our tentative project plan: a study/strategy circle project in which citizens in Minneapolis and throughout the Twin Cities metro area would examine how racial and economic segregation of housing affects student educational achievement and opportunities. We have also enclosed a copy of the draft proposal as most recently revised.

In just three meetings we have made considerable progress in defining this project. We now have agreement about the general project structure and a group of organizations that are interested in serving as Project Coordinators. Others have expressed interest in acting as Resource Partners and/or Sponsors (see proposal for a description of these roles).

At our most recent meeting on March 21, the group concluded that we are ready to begin focusing the project by solidifying the group of Project Coordinators. The Coordinators would form the working group that would flesh out the details of the proposal, specify roles and responsibilities involved in the various levels of collaboration, begin fundraising, and identify and recruit potential Resource Partners and Sponsors.

The next step therefore is a planning meeting of our potential Project Coordinators. This meeting will be held on **Thursday, April 11th at 8:00 a.m.** at the **Minnesota Church Center (122 W Franklin)**. Note that this meeting is being held **in lieu of the April 4th (first Thursday of the month) meeting planned earlier**. Because part of our agenda will be to specify roles and a timetable for action, this meeting would also be a helpful introduction for those thinking about how they might be involved in the project.

Organizations identified as possible Project Partners/Coordinators include: the Minneapolis Initiative Against Racism (MIAR), the Minnesota Minority Education Partnership (MMEP), the Urban Coalition, the Minnesota Fair Housing Center, the Institute on Race and Poverty, Suburban Hennepin Anti-Racism Coalition, the Metropolitan Interfaith Council on Affordable Housing (MICAH) and the Housing and Education Equity Project. There may be others that also express an interest.

If you have any questions or comments, please feel free to call or fax Darcy at MICAH (871-8980; fax 871-8984), Bruce at MMEP (330-1510), or Dick at INTER-RACE (724-5662; fax 339-3288). We look forward to seeing you on April 11th. RSVP regrets only.

## MEMORANDUM

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

---

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

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

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

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

Draft proposal for Study/Strategy Circles  
*Prepared for the MIAR Leadership Board's consideration  
after preparation and discussion by the MIAR Education Task Force and collaborators*

[March 10, 1996 draft]

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

*Objectives:*

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

*Structure of discussion groups:*

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

*Planning steps:*

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

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

- (c) **Sponsors.** Will sponsor study circles by recruiting individuals for study circles, facilitating study circles, and providing a location for study circle meetings. Will sign a "Pledge of Participation" outlining their roles and responsibilities in the project.
- (d) **Public officials/institutions.** Will sign a "Pledge of Respect," signifying their support of the project and their intent to consider and respect the strategies developed by the groups. (Sample institutions and officials: the Governor; the Met Council; MN Dept of Children, Families, and Learning; MN Housing Finance Agency; mayors; school boards, etc.)

2. Develop budget and fundraise (proposal by 4/30; funding by 6/30)
3. Recruit sponsors (who will recruit facilitators, participants, etc.) (Summer 1996)
4. Develop base materials to be used in groups (Summer 1996)
5. Train facilitators (August)
6. Organize Community Forum I (early September)
  - To introduce the issues and why they are important
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7. Conduct the discussion groups (mid-September through October)
8. Groups conduct their mini-community forums (early November)
9. Organize overall Community Forum II (January 1997)
10. Issue some form of report/findings

## Schwartz, Stephanie

---

**From:** Olayinka, Sunday  
**To:** Dallas, Ruthie; Cooper, Janice; Schwartz, Stephanie; Slaikeu, Jill; Garay-Lehn, Alma; Benson, Carol A.; Allen, Don; Staten, Halisi J; Diedrich, Mary H.; Verschay, Mary Jo; Luther, Patti; Reichert, Paula; Silkwood, Sharon; Donovan, Terry; 'Olayinka, Sunday'  
**Subject:** FW: Fwd: Funding Opportunity  
**Date:** Tuesday, June 18, 1996 1:52PM

-----  
I saw this on a list this morning and thought it might be of interest to some of the groups you work with.

At the Community Technology Centers Network conference last week I came across potential funding opportunities from Lotus Development Corp.

1) Software Donation Program - offers free software to nonprofits nationwide. Nonprofits may apply for standalone or networked versions as well as communications and groupware products. Call Lotus' Philanthropy InfoLine, (617) 693-1667, for a Software Donation Application.

2) Lotus Philanthropy Partners Program - nonprofits may become Partners, through which they will receive customized, free training and support focusing on their unique uses of Lotus software, including both desktop and communications software. To apply to participate call the Philanthropy InfoLine, (617) 693-1667, for a Lotus Philanthropy Partners Application.

Might be worth a phone call for access organizations.

Carl

I don't work for Lotus

**MICAH**  
**General Ledger**

For the Period From Jul 1, 1996 to Jul 31, 1996

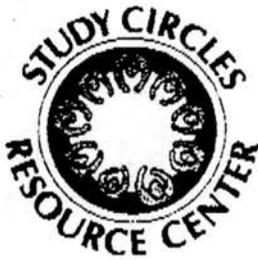
Filter Criteria includes: 1) GL Account IDs Masked as \*\*\*\*CC. Report order is by ID. Report is printed in Detail Format.

Account ID Account Description	Date Reference	Jrnl	Trans Description	Debit Amt	Credit Amt	Balance
5000CC Wages	7/1/96		Beginning Balance			10,920.00
	7/15/96 3478	PRJ	Travis R. Lee	390.00		
	7/15/96 3481	PRJ	Darcy L. Seaver	487.50		
	7/31/96 3487	PRJ	Travis R. Lee	390.00		
	7/31/96 3490	PRJ	Darcy L. Seaver	487.50		
			Current Period Change	1,755.00		1,755.00
	7/31/96		Ending Balance			12,675.00
5240CC Staff Expense	7/1/96		Beginning Balance			5.75
	7/31/96		Ending Balance			5.75
5280CC Subscriptions & Membersh	7/1/96		Beginning Balance			48.95
	7/31/96		Ending Balance			48.95
5420CC Postage	7/1/96		Beginning Balance			
	7/12/96 3499	CDJ	Greater Mpls. Council of Churc - Postage March-May	22.92		
			Current Period Change	22.92		22.92
	7/31/96		Ending Balance			22.92
5440CC Conferences & Meetings	7/1/96		Beginning Balance			79.26
	7/31/96		Ending Balance			79.26
5900CC Miscellaneous	7/1/96		Beginning Balance			500.00
	7/31/96		Ending Balance			500.00

13331.88 YTD  
 Darcy 12/31 paycheck 487.50  
 Payroll taxes (12675.00 + 487.50) x 9%  
 1184.63  
\$15004.01

(payroll + taxes)  
Each month = \$192.95

★ Money will run out end of September



July 3, 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  
Metanet (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

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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 Discern  
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.

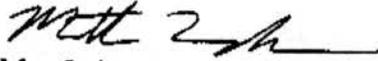
Since 1992, nineteen cities have planned and implemented study circle programs on relations, crime and violence, and education. Some examples of concrete outcomes are: youth mentoring projects, a film festival on ethnic diversity, collaborative school-business efforts, a multiracial "unity choir," improvements 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>

Page 2

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,



Matt Leighninger  
Program Director

**The Housing & Education Equity Project**

*Advisory Board Meeting  
April 30, 1996*

AGENDA

I. Updates/Reports

A. Study Circles

B. Coalition building

1. Meeting of potential coalition members
2. Desegregation Rule ad hoc coalition
3. Alliance for Metropolitan Stability

II. Issue/position/strategy formulation (see Issue sheet)

A. Need to identify the issues we will focus on and our positions

B. Need to determine our role, particularly vis-à-vis existing coalitions

III. Advisory Board development

*> recruit in June for July 1.*

IV. Finances

A. 501c(3)

1. Status
2. Amendment to Articles of Incorporation

B. Fundraising

*Gene Dacey NAMCP State meeting  
re: Rule*

V. May meeting

*Thurs. May 2 - Martin Luther King Center 6:30 - 8:00  
270 Kent St.*

*Fri. May 7 Sabathani 6:00 - 7:30*

**REGIONAL (MULTI-JURISDICTIONAL) PLANNING STRATEGIES  
CONDUCTIVE TO INTEGRATED COMMUNITIES**

---

- 1. CHANNEL HUD-ASSISTED HOUSING EXPENDITURES TO LESSEN RACIAL CONCENTRATION**
- 2. ESTABLISH REGIONAL GOVERNMENT CAMPAIGN AGAINST RESIDENTIAL SEGREGATION**
- 3. INCREASE DENSITIES AND COMPACT GROWTH. DISCOURAGE INCOME-SEGREGATING SPRAWL**
- 4. REQUIRE "FAIR SHARE" AFFORDABLE HOUSING OBLIGATIONS**
- 5. REQUIRE LOCALITIES TO ACCOMMODATE PROJECTED GROWTH**
- 6. ENCOURAGE BALANCED DISTRIBUTION OF JOBS AND HOUSING.**

**REGIONAL (MULTI-JURISDICTIONAL) PLANNING STRATEGIES  
CONDUCTIVE TO INTEGRATED COMMUNITIES**

---

- 7. TARGET REGIONAL TRANSPORTATION  
AND REDEVELOPMENT STRATEGIES**
- 8. MODIFY DEVELOPMENT REVIEW TO  
ADVANTAGE DISTRESSED AREAS.**
- 9. SITE "LULUS" BASED ON EQUITY CRITERIA**
- 10. DEVELOP GUIDELINES FOR LOCAL  
INTEGRATION MAINTENANCE PROGRAMS**
- 11. ATTACK ROOT FISCAL REASONS  
BEHIND MUNICIPAL PLANNING.**

**Coalition Dialogue**

April 2, 1996  
2:00-4:00 p.m.

Minnesota Church Center

AGENDA

- I. Welcome & Introductions (10 minutes)
- II. Briefings (40 minutes + 15 minutes for questions)
  - A. Debra Leigh, Minnesota Minority Education Partnership
  - B. Dan Shulman, Shulman, Walcott & Shulman
  - C. Mike Anderson, Metropolitan Interfaith Council on Affordable Housing
  - D. Travis Lee & Darcy Seaver, Housing & Education Equity Project
  - E. Questions
- III. Dialogue (45 minutes)
  - A. What are the 2-3 issues that you would be willing to work on and that fit your organization's goals and priorities?
  - B. How would the coalition work best for you - what assistance or resources are needed to work effectively on these issues?
- IV. Summary/wind up (5 minutes)

*Justice principles*  
*Informed discussion*

*Money*  
*Resources*

Proposal for Jim Thebert

Producing ~~summary~~ summaries

Citology ~~and~~ generating clearing house of research, sociological analyses, legal approaches for focus on public education in educating & info in promoting informed public discussion thru study circles, forums, etc - on School desegregation and housing?

~~Summarizing~~ ~~Providing~~ ~~Legal~~

20<sup>00</sup> hrs.

OIC - goes after this directly -

TRAVIS LEE - H. 588-7320 / PAGE 530-6506  
1700 Oliver Ave. N.  
Mpls. 55411

DARCY SEAVER - H 870-8408 / @EHPWA 824-9350  
2226 Garfield So.  
Mpls. 55405

Mike Anderson (H) 8774-4683 / MICAH 871-8980

MATTHEW LITTLE 947-9187

BARBARA BEARMAN 925-0567



Start-Up Budget  
Otto Bremer Grant  
July 1, 1995 - December 31, 1995

Executive Director (half-time)	\$ 9,000
Benefits @ 25%	2,250
Conferences/Meetings	1,950
Rent	1,200
Furniture/Equipment Lease	1,800
Phone	600
Supplies	600
Postage	600
Printing/Copying	1,000
Administrative Fee @ 5%	1,000
<b>Total</b>	<b>\$20,000</b>

## MICAH FISCAL AGENT POLICY (draft)

**A. General Statement:** MICAH will enter into fiscal agent agreements with individuals and organizations engaged in new and innovative approaches to addressing problems of homelessness and affordable housing.

### **B. Conditions of a fiscal agent agreement:**

The "fiscal agent agreement" negotiated between MICAH and the requesting individual or organization must be approved by the MICAH board and signed by a representative of the requesting organization.

### **While serving as fiscal agent MICAH will:**

1. exercise expenditure responsibility in disbursing funds received to ensure that such funds are expended solely for tax-exempt purposes pursuant to IRS Code 501(c)3;
2. report all disbursement and receipt of funds for the project on MICAH's annual 990 report to the IRS; and
3. hold all donations and grants made to the project.

### **The individual or organization engaged in the project for which MICAH is a fiscal agent will:**

1. accede to MICAH retaining 5% of all grant receipts expended for the projects program activities to cover the legal, administrative, and overhead costs incurred by MICAH in performing its obligations as a fiscal agent;
2. ensure that all activities of the project comport with the exempt purposes under IRS Code 501(c)3;
3. inform MICAH of all grants solicited;
4. provide MICAH with a quarterly report on its program activities;
5. provide MICAH with quarterly financial reports detailing all monies expended; and
6. maintain all documentation of financial transactions for a five year period, and provide access to these documents at MICAH's request.

### **C. Termination of Agreement:**

1. The agreement can be terminated by either party with a thirty day notice.
2. MICAH will make an outright grant of residual funds it then holds for the organization upon documentation that the organization has received its tax exempt status notification letter from the IRS or that it has established a legitimate fiscal agent status with some other organization.
3. MICAH and the organization will jointly notify existing grantors and those being solicited by the project of its independent tax-exempt status.

METROPOLITAN INTERFAITH COUNCIL on AFFORDABLE HOUSING

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

Micah 6:8



**Board of Directors**

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

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

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

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

**Joseph Errigo**  
Westminster Corporation

**Donna Fairbanks**  
MHFA Indian Housing

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

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

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

**Cynthia Jones**  
Women's Community Housing

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

**Ana Moreno**  
Housing Consultant

**Judy Traub**  
Adath Jeshurun Congregation

**Rev. Arthur Tredwell**  
Exodus Development Company

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

**Sue Watlov-Phillips**  
Elim Transitional Housing

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

**Rabbi Martin Zinkow**  
Mt. Zion Temple

**STAFF**

Mike Anderson  
Executive Director

Karen Kingsley  
Associate Director

March 20, 1995

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

Dear Ms. Bearman:

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

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

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

Sincerely,

Mike Anderson  
Executive Director

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

### **Our Project**

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

We want to take the public discussion about integration to neighborhood centers, public libraries, school buildings, places of business, living rooms and backyards — the places where ordinary people live their lives and where the real task of building integrated communities is going to take place. We wish to encourage and inform public conversations that will help lead people to support the principle of integrated communities and to support efforts to move toward that goal. This organization seeks to educate the public — that is, to lead people to a more informed, effective understanding of why integration is important and how it can be accomplished. Through this process, we hope that people can understand the value of integration for themselves and other people, as well as the whole society.

We have no illusions that all people will be persuaded, or that all will be willing to participate. There are, after all, real conflicts of interest and conflicts of values. These will not be dissolved by a little talk. But without the effort to bring people together for informed and civil conversations, the most extreme voices will be free to frame the issue. Public-spirited conversation will be drowned out by shrill debate; our common interests and values will get lost in the sea of opposition and conflict.

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

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

1) There are a wide range of groups with a potential stake in the cause of integrated communities. Our coalition-building effort will focus on faith communities, elected officials (legislators, school boards, city councils, mayors, county boards), neighborhood groups, parents organizations, teachers groups, professional education programs, labor unions, business organizations, civic groups, civil rights organizations, human rights commissions, libraries, the media and others. These groups all have different interests and different understandings of what integration means for them. It will require a labor-intensive effort to attract the participation of these groups in this project in ways that are appropriate to their interests and capacities. But these groups

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

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

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

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

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

Sincerely,

MICAH, Executive Director  
Board Member, Citizens for an Integrated Community

Start-Up Budget  
Otto Bremer Grant  
July 1, 1995 - December 31, 1995

Executive Director (half-time)	\$ 9,000
Benefits @ 25%	2,250
Conferences/Meetings	1,950
Rent	1,200
Furniture/Equipment Lease	1,800
Phone	600
Supplies	600
Postage	600
Printing/Copying	1,000
Administrative Fee @ 5%	1,000
<b>Total</b>	<b>\$20,000</b>





















# Literature Search - Shared by CIC

Jim Heiberle  
627-9951  
(w) 348-8231

Joan - do voluntary work for lawsuit  
Coordinate

Mr O.J. as a hook -  
Mud to build bridges -  
||

## Day-to-Day Operations

time for today meeting

Georgia Stevens  
John Powell  
Lyle Baker  
Dennis Shapiro

Bucca Jones mfr. Principal's Forum (North) who leads in diversity

Becky Cox  
Louise Sundin - MFT  
Margaret Moore  
Arlene Johnson  
Sandra Peterson - Stecher - MFT  
Judy Schwabach " MEA

Strategy to share data - Coordinate with your person -

on

18 or 19 Mike  
morning 9:30  
178

Advisory Board  
Who can endorse

- Frequent meetings -
- 1 - Help with fundraising -
  - 2 - Advice -
  - 3 - Contact with other folks!
- File material.

What vehicle will fund Kacie?

Sarah Dennison 874-8790  
2815 Hennepin, A4  
Mpls. 55408

Advisory Board - CIC

OK  
Virginia Stephens  
Lyle Baker  
Katherine Graham  
Dennis Shapiro

8-18-95

1. Speak to Dan Shulman - advise that Mike will be in touch with him. - Carol Garner -  
Shulman, Kowaley + address
2. Call Jean Marie Sales 672-8364 - advise her re Mike - Does Mike need to talk to her - Call Mike

★ 3. MICAH as "fiscal agent" - CIC needs a formal document spelling out relationship. a draft agreement.

4. I want copies: 1 - Grant proposal  
2 - Letter from Bremer regarding money.

5. How do we measure our efforts to show our funders?  
a. The kind and amount of participation by groups and people

6. Common themes and Common message.

7. How much per hour will MICAH be paid?

Per Jean Marie Sales

8/21/95 Filed - State Inc - we did - it was filed - She is incorporator -

Retify -

# For Institute of R & P.

1. see p. 27 - Phi Delta Kappan - Sept. 90  
Patterns of "white flight" & "black flight".

2. a. Duration Distances in Suburbs  
b. also time spent on buses —  
c. Proximity to Mpls. schools or other suburban  
school buildings + time

3. Circling - Human Model - Apprenticeship +  
academics - Hedra Smith's book?

John Kuffin

4. Establishing Corporation -  
Start Up Phase -

- 1- Advisory Board -
- 2- Fund Raising
- 3- Research Materials
- 4- Director

McKnight - Study Circles Funding

In-kind services from businesses.

CIC

- Call Jean Marie Feb 672-864
1. Directors Meeting - Are we supposed to have from the date -
  2. IRS Status
  3. Advisory Board  
Criteria: 1. Out spoken supporters  
Clergy - Business - Educators
  4. Fund Raising
  5. Director and setting up office  
Criteria:

### Common Message

6. Time frame
7. DRB -
8. Begin coordinating research with - Institute of Race & Society
9. Mark Andrew - gather politicians, business, etc.

### Issues -

Metro Deseg.  
Holtzman Housing Stud -  
Mpls Housing Council  
Funding localities  
Livable Community Act -

Relationship  
to above

6 mon

Organizing - getting things  
identifying first project

Problems:

Central Cities becoming increasingly big - income, housing, race -  
Different responses from different communities (black,  
not well thought -

How to revitalize communities -

\* Legislature & State Board - pulling back - greater segregation  
in schools. HUD law suit remedies.

Jurisdictional question - Metropolitan solution -  
territorial policy.

Mood of citizens - Contradiction - improve integration +  
neighborhood schools

Body of info - Role of Institute

Demographics -

When there is conflict

jurisdictional issues

Transportation - to schools jobs

1 yr before

substantial research

done -

Concurrent activities -

Discussion in communities -

Poliozizing

Specific research about schools?

Set research agenda - inquire of interested parties  
Roundtable participants  
Pull existing research together.

Can there be a single strategy?

What is a healthy community -  
Identify

Develop Study Circles - (Carol Johnson)  
Mary Birmingham  
Jefferson Foreman

Talk about underlying fear -

QIC & DAACP

What research do we want -

McKnight -

Community Building -  
Help inform the research agenda -

Not lose momentum - Patience

Power - write below & support - Research <sup>then</sup> effective if group driving community building

We will  
Look at other  
efforts around  
country.  
How to create  
social innovation?

# Law Suit.

Start developing strategy -

State not enforcing its own regulations -

Intent or ~~fact~~ effect - want the state to adopt them.)  
Strategy for that.

Real research - (Internal as well as Intellectual.)

Legal Defense Fund. in the Law Suit -  
Separate from CIC

3-28-95

Low Out - 1 to 2 years

Strategy - Bldg requirement may be able to see  
on this regardless if it is eliminated  
in new rule.

Improve current ~~rule~~ rule -

Expenses for low out - Min. \$5,000

CIC Business  
Advisory Board.

Neil Meyer  
Andy Brown Lawyer group

Coalition of organizations

1. MCAH
2. LWV
3. NAACP (Bill Davis)
4. Urban Coalition
5. Urban League
6. COPE
7. Ecumenical Partners.
8. TCC
9. Alliance for Metro Stability
10. Office for Social Justice
11. St. Paul Community Dev -
12. MEA & MFT (AFT) - principal group.
13. League of Human Rights Comm.
14. SCRC
15. Children's Coalition -
16. Comptons Concerned for Children
17. SPEAC

Carlos Mariani  
Mell Kennerly  
Bill Green

Susan Kimberly

please see <sup>Executive</sup> ~~Commissioner~~

letter on NAACP  
stationery

Meeting need  
to talk  
to some of them

John Ruffin - MICAH  
maxt  
mike

6-9-95

1. Mission Statement
2. Formation of advisory board - Help raise money
3. Filing with IRS
4. Foundations

Carl Powell - Whole state research from the Right

1. MICAH role - Coalition building - ADHOC group (informal)  
Inquiry/Discussion - What they think ~~the~~ "agenda" should be.

Focus groups - Bring stakeholders into the development of agenda - strategies.

500,000 Remedy of HUD law suit  
CIE monitor Summit Olson

MICAH all as start up

Mike has to bring proposition to MICAH board -  
John & Mike doing the initial stepping and fund  
raising

Mike prepared a proposal for what he's going to  
do -

Wait until money comes in - then meet with groups to get

Spawlow: opened first meeting

3. Assisting Communities to become more resilient

2. Study Circles

1. Coalition Building

Be a member - common themes & common message



#### ADVISORY BOARD

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Connecticut Conference  
of the United Church of Christ

November 12, 1996

Dear Friend:

We thought you'd be interested in the progress of community-wide study circle programs around the country. Enclosed please find our first study circle Program Update.

The election year is an interesting time to take stock of this progress. Thanks to the effort and ingenuity of study circle organizers, community-wide programs are building on the civic momentum of the election year by providing a new way for citizens to reconnect politically. In these democratic dialogue programs, the collaborative problem solving which takes place embodies a vision of active citizenship that goes far beyond voting.

Please contact us if you'd like more information on any of the programs described, or if you'd like to know more about how SCRC can assist you in organizing study circles. We look forward to talking with you.

Sincerely,

Sarah Campbell  
Deputy Director

Matthew Leighninger  
Program Director

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



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## Community-wide Study Circle Program Update

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11. SCRC's work with national organizations



## Community-wide Programs from A to Z

The descriptions that follow have appeared in the pages of *Focus*, our newsletter, over the past year. They should give you a sense of the many ways community-wide programs grow, change, and influence one another. They should also give you a sense of how study circle organizers are contributing to the growth of civic renewal in America, as they provide new public spaces in which citizens can meet, talk, deliberate, and act on some of the most critical issues of our time.

**Alachua County, Florida** – Sue Blythe of the Prevention Partnership in Gainesville is heading up the planning effort for a county-wide study circle program on crime and violence. The small town of Micanopy will be the site of a pilot community-wide program. After evaluation of that phase, the county-wide effort will get underway (*report from Summer 1996 Focus*).

**Aurora, Illinois** – The City of Aurora has allocated \$36,000 to help develop Aurora's race relations study circles from a pilot project into a full-fledged community-wide program. The project has been headed by the Aurora YWCA, with support from the City, Aurora University, and Waubensee Community College. Marj Colley and Mary Jane Hollis, the project organizers, have visited Kankakee and Quincy to meet with study circle organizing coalitions there (*report from Winter 1996 Focus*).

**Bridgeport, Connecticut** – The Bridgeport Council of Churches has been awarded a total of \$33,500 from several local foundations and the General Electric Company to organize a study circle program on race relations. The first study circle leader training was conducted in October (*report from Winter 1996 Focus*).

**Cleveland, Ohio** – The National Conference in Cleveland has been awarded a \$45,000 grant from the Cleveland Foundation to fund a community-wide study circle program on race relations. The YWCA of Cleveland and Case Western Reserve University will also be collaborating on the project. Over 50 facilitators have been trained for the pilot phase of the project, which will extend over the first six months of 1996 (*report from Spring 1996 Focus*).

**Cleveland, Ohio** – The Honest Conversations study circle program received a boost from a lead editorial in the *Cleveland Plain Dealer*. The piece praised the efforts of the National Conference, which is the lead organization in the program. According to the editorial, the study circle planners have "courageously undertaken" the work of "laying the foundations" for public dialogue and problem-solving in the Greater Cleveland area (*report from Fall 1996 Focus*).

**Cleveland Heights, Ohio** – Reaching Heights, a community-based public education support organization, has begun to coordinate a community-wide study circle program as part of a plan called "P.S. 21 – Public Schools for the 21st Century." Ten study circles are set to begin in February as part of this collaborative project with the Cleveland Heights-University Heights Board of Education, school superintendent, teachers' union, and Council of PTAs. Reaching Heights director Susie Kaeser received a "Citizen of the Year" award from the local newspaper, in part for her study circle work (*report from Spring 1996 Focus*).

**Highland Park, New Jersey** – In a program sponsored by the town's Committee on Race Relations and Diversity, key community leaders have completed a successful pilot of study circles on race relations. From this core group they are building a community-wide organizing coalition. With strong support from local newspapers and guidance from the New Jersey Attorney General's Office of Bias Crime, organizer Valorie Caffee says the committee expects to launch a full-blown study circle program this fall (*report from Fall 1996 Focus*).

**Howard County, Maryland** – James Henson of the Howard County Office of Human Rights reports that his program steering committee has begun meeting, one training has been held, and pilot study circles are underway. A number of Maryland counties are in the process of planning community-wide programs, primarily because the Maryland Association of Human Relations Commissions and the Maryland Human Relations Commission have been such strong advocates for study circles (*report from Summer 1996 Focus*).

**Jeffersonville, Indiana** – This summer, sixty people from thirteen local congregations completed a pilot round of study circles on race relations in this church-driven program. At a follow-up celebration at the end of August, participants talked about the strengths and weaknesses of the program, and discussed possible action steps. The Reverend Joe Easley, the program organizer, is now reaching out to the NAACP, members of city and county governments, and representatives of the business community to create a broad-based coalition to expand the program (*report from Fall 1996 Focus*).

**Kankakee, Illinois** – In October, a coalition of organizations which includes the Pledge for Life Partnership, the Martin Luther King, Jr. Foundation, and the Kankakee YWCA sponsored a day-long meeting to introduce various community leaders to the idea of race relations study circles. Over 100 people attended, and an official kickoff for a community-wide study circle program is being scheduled to coincide with Martin Luther King, Jr. Day in January 1996 (*report from Winter 1996 Focus*).

**Kent County, Michigan** – Kent County, where Grand Rapids is located, will be the first community to pilot study circles as part of a state-wide program called "Michigan Town Meetings for School Improvement: Engaging the Whole Community." The project is coordinated by the Michigan Foundation for Educational Leadership (MFEL), an affiliate of the Michigan Association of School Boards. Additional coordination is provided by the Kent County Intermediate School District. The Kent County project, endorsed by the superintendents of all Kent County school districts, initially calls for the formation of "convenor groups" to conduct local town meetings and form study circles in three prototype Kent County districts. The resulting model will be spread to all 20 districts and, ultimately, to other Michigan counties. The county-level dialogues will move to the state level at the annual Governor's Education Summit. This year's September 17th Summit will serve as the launching pad for the Michigan project. In addition to MFEL, project partners include the Institute for Educational Leadership (IEL), Public Agenda, Inc., Grand Valley State University (Grand Rapids), and the Michigan Department of Education (*report from Fall 1996 Focus*).

**Illinois** – The Illinois Conference of Churches is in the early planning stages of an effort to foster community-wide programs on violence throughout the state. The Conference would like to provide study circle organizing and training assistance and support to church leaders. Most of the resulting programs would be piloted in religious congregations, and then would expand to all sectors of the community (*report from Summer 1996 Focus*).

**Iowa** – The Iowa Civil Rights Commission will be assisting "Diversity Appreciation" teams in 10 Iowa cities to create community-wide study circle programs on race relations. Each team consists of a coalition of stakeholder organizations dedicated to fostering and promoting racial understanding in that community. SCRC will conduct a state-wide organizing meeting this fall, and make a presentation at the commission's "Faces and Voices of Iowa" conference (*report from Fall 1996 Focus*).

**Leominster, Massachusetts** – The Leominster Community Coalition heads the planning for this program on crime and violence. Ten study circles have begun, each one comprised of people representing a specific sector of the community, such as law enforcement or education. Following this first round, all participants will gather to discuss action strategies and form new, heterogeneous study circles (*report from Summer 1996 Focus*).

**Lexington, Kentucky** – For the last two years, more than 200 Lexington citizens have been involved in study circles on race relations. These discussions were organized by Lexington's Downtown Christian Unity Task Force (CUTF), with help from the office of Mayor Pam Miller, the Christian Church in Kentucky (Disciples of Christ), and the Lexington Commission on Race Relations. CUTF Director Ray Ranta and Barbara Sutherland of the Mayor's office are now leading the effort to expand the program to bring in even more of the community (*report from Summer 1996 Focus*).

**Lima, Ohio** – The most recent round of study circles, which focused on crime and violence, led to the creation of 11 task forces to work on various aspects of the problem. Each task force includes citizens, public officials, and representatives of churches, businesses and other organizations. So far, the task forces have created a number of initiatives, including: a city-wide school mentoring program; a Community Mediation Training Project; and a

Drug and Alcohol Awareness Program. The City of Lima's Study Circle Council was awarded a \$20,000 grant from the state Criminal Justice Bureau to establish a Violence Prevention Center that will help coordinate the work of the task forces. Lima continues to exemplify the power and variety of outcomes that can result from a study circle program: three Lima congregations – one predominantly African-American, the others traditionally white – whose members first formed friendships through the study circles collaborated on a production of the musical *Godspell* (report from *Fall 1996 Focus*).

**Los Angeles, California** – Due to the success of the first "Day of Dialogue" and the study circles which followed, preparations are being made for another Day of Dialogue to launch the city's next round of race relations study circles. This time, close to 300 facilitators will be trained and study circles will be initiated at sites around the city. The City Council, the City Attorney's Office, and several other organizations are exploring ways to coordinate study circles in Los Angeles on an ongoing basis. In a recent speech in Los Angeles covered by C-SPAN, Senator Bill Bradley commended L.A. City Councilman Mark Ridley-Thomas for his role in the study circle program, saying that by "conceiving, organizing, and carrying out racial dialogues during some of the tensest race moments in Los Angeles' history," he was "confronting the hard facts of our reality and raising the deeper questions of race related to identity and to our common humanity" (report from *Spring 1996 Focus*).

**Los Angeles, California** – Since the last Day of Dialogue, a steering committee has been formed to help make study circles an ongoing part of the Los Angeles community. The next Days of Dialogue are scheduled for May 31st and June 1st. This round of discussions will focus on race, affirmative action, and the California Civil Rights Initiative, an affirmative action proposal which will be on the ballot for Californians this fall. The study circles will give citizens a chance to examine all the major points of view surrounding the initiative. The discussion materials are being developed by a team centered at UCLA, with assistance from SCRC (report from *Summer 1996 Focus*).

**Madill, Oklahoma** – A community-wide study circle program on crime and violence got underway in January in this small town near the Texas border. Representatives of the Marshall County Community Sentencing Program, the Madill Public Schools, the Marshall County Sheriff's Office, and Murray State College teamed up to organize the program. Several ideas have gained momentum through the study circles, including a local drug court, a teen court at the local high school, and an expanded youth mentoring program. The Madill program is being watched closely by two organizations interested in taking the study circle concept state-wide – the Oklahoma Public Safety Council and the Oklahoma League of Women Voters (report from *Spring 1996 Focus*).

**Madison, Wisconsin** – Madison Urban Ministries is spearheading a community-wide study circle program that will involve hundreds of citizens in study circles. Ten pilot study circles have already gone through a full round of discussions on crime and violence in Madison/Dane County. Meanwhile, preparations are being made for a larger round, including over 40 study circles and more than 600 participants in all (report from *Winter 1996 Focus*).

**Mansfield, Ohio** – Mayor Lydia Reid has taken a lead role in building the sponsoring coalition for a community-wide program on race relations. Pilot study circles have been held among members of the Human Relations Commission and many area ministers. The initial planning work for this program was conducted by the Leadership United Alumni group of Mansfield (report from *Summer 1996 Focus*).

**Minneapolis, Minnesota** – The Minneapolis Initiative Against Racism (MIAR), a partnership of 500 city leaders from the public, private, and nonprofit sectors, has committed to organizing a community-wide forum and study circle program in the Twin Cities. On Martin Luther King, Jr. Day, Minneapolis Mayor Sharon Sayles-Belton, Co-Chair of MIAR, set the tone for this project by calling for greater community dialogue and deliberation on race-related issues (report from *Spring 1996 Focus*).

**Modesto, California** – Over 140 people attended the kickoff of a study circle program called "Coming Together for a Change: A Community Dialogue on Racism" on Martin Luther King, Jr. Day. The organizations coordinating the program are the Modesto Peace/Life Center, the King-Kennedy Memorial Center, the Modesto Human Relations Commission, Modesto Church of the Brethren, Liberation Baptist Church, the Salvation Army, and the local chapter of the NAACP. Earlier in January, Scott Anderson of the California Council of Churches trained the facilitators for the program (report from *Spring 1996 Focus*).

**Montgomery County, Maryland** – Over one hundred people attended a study circle organizing meeting held by the Montgomery County Human Relations Commission in June. Pilot study circles are currently underway, and a steering committee for the program has begun to meet (*report from Fall 1996 Focus*).

**Muncie, Indiana** – Roughly 100 people took part in a first round of study circles in the Fall of 1995. Numerous projects and activities have resulted: one group participated in after-school activities with elementary school children and took part in a tutoring program; another group formed a task force, People Against Racism (PAR), to work with community leaders in various sectors on issues of race. PAR has established a support group for grandparents of bi-racial children, and developed a cosmetology program with the Muncie schools to provide education on hairdressing for different ethnic groups. From the initial group, a clergy task force formed to assure the continuation of the program and expand it to the schools, unions and area businesses. A second round of study circles started in May (*report from Fall 1996 Focus*).

**New Castle County, Delaware** – October 6th is the kickoff date for the second annual “YWCA Week Without Violence.” As part of that initiative, the YWCA of New Castle County will launch Delaware’s first community-wide study circle program. The YW has reached out to state-level officials, the business community, and community organizations, including the Criminal Justice Council, Department of Public Safety, University of Delaware, the DuPont Company, and the Department of Public Instruction. While organizing efforts have so far concentrated on New Castle County (the most populous of Delaware’s three counties), the YWCA hopes to hold study circles across the state (*report from Fall 1996 Focus*).

**New Hampshire** – An organization called the Public Conversations Project has hosted a series of study circles on “Schools, Families, and Society: Finding Common Ground in a Time of Contested Values.” In the next few months the project, which is sponsored by the University of New Hampshire and the New Hampshire Charitable Foundation, will move out into several New Hampshire communities to help organize community-wide study circle programs on education (*report from Winter 1996 Focus*).

**Orford, New Hampshire** – A community-wide study circle program on education brought out almost 100 participants in this town of 1,000 in northern New Hampshire. The program was coordinated by the Public Conversations Project, which is sponsored by the University of New Hampshire and the New Hampshire Charitable Foundation. The study circles dealt in particular with the question of whether Orford should maintain a high school or begin sending its students to nearby school districts. A “Roundtable Wrapup” forum was held for the participants and the general public at the end of the four study circle sessions. Many different viewpoints were expressed throughout the program; but, at the forum, there was a general convergence around the idea that the economic problems of the community shouldn’t be allowed to affect the educational quality of the schools. One of the solutions which found broad support at the forum was a proposal to approach nearby school districts about the possibility of a regional high school (*report from Spring 1996 Focus*).

**Peoria, Illinois** – Inspired by the Los Angeles Day of Dialogue, a coalition of 29 Peoria community organizations, led by the King Holiday Committee, acted quickly to sponsor a race relations study circle program of their own. Over fifty study circle leaders were trained, and more than 700 Peorians attended the kickoff event during Martin Luther King, Jr. Week. Local media support and coverage of the event was extensive (*report from Spring 1996 Focus*).

**Pittsburgh, Pennsylvania** – The Greater Pittsburgh YWCA has dedicated its new Center for Race Relations and Anti-Racism Training, which will be the organizing base for a study circle program on race relations. The program already has support from the National Conference, church-based groups, a local newspaper, a local hospital, the NAACP, the board of education, and the superintendent of schools. Pilot study circles have been held, and 24 facilitators have been trained (*report from Summer 1996 Focus*).

**Pflugerville, Texas** – The Windermere Area Neighborhood Watch and the Pflugerville Independent School District have brought together a coalition of organizations to sponsor a community-wide study circle program on crime and violence. The group includes the local schools, the Chamber of Commerce, and the newly formed county Justice Council. A town forum to kick off the program is scheduled for February 12th (*report from Spring 1996 Focus*).

**Portsmouth, Virginia** – After a year of working to get a community-wide race relations study circle program off the ground, extensive newspaper coverage of a set of pilot study circles has given the city’s Cultural Diversity

Action Team a boost. Study circles will soon be underway in area businesses, churches, and community groups (*report from Spring 1996 Focus*).

**Quincy, Illinois** – Inspired and aided by representatives from the study circle program in Aurora, Illinois, a study circle program in Quincy was launched on April 23rd, the YWCA's National Day of Commitment to abolish racism. Facilitator trainings, a kickoff event, and pilot study circles were held, and a first round of study circles throughout the city should be underway by the summer. Jacqui Bevelheimer of the YWCA is leading the planning effort (*report from Summer 1996 Focus*).

**Rapid City, South Dakota** – A violence prevention coalition which includes 35 area organizations is coordinating study circles as part of a program called Stand Against a Violent Environment (SAVE) Rapid City. Pam Teaney Thomas of the Rapid City Area Schools has overseen the training of 90 facilitators and the organizing of six pilot study circles (*report from Summer 1996 Focus*).

**San Mateo, California** – Working in collaboration with county agencies, the local PBS station will plan community-wide discussions on crime and violence in cities throughout San Mateo County. Organizers will use the summer to fine-tune the program based on an assessment of 10 study circle pilots conducted during May and June in Redwood City. The program will go county-wide in the Fall of 1996. Special events include a Youth Summit involving diverse representatives from student groups, gangs, and invited guests from law enforcement agencies (*report from Summer 1996 Focus*).

**Somerville, Massachusetts** – Over fifty people were trained as study circle leaders for the "Somerville Conversations on Ethnic Identity, the Immigrant Experience, and What It Means to Be an American," a part of the National Endowment for the Humanities' National Conversations program. The City of Somerville Human Rights Commission and the Tufts University Center for Interdisciplinary Studies will coordinate at least 15 study circles beginning later this spring. The program organizers are using the NEH "Conversation Starters," and will translate all discussion material into English, Spanish, Portuguese, and Haitian Creole. Other sponsors of the program include the Somerville Haitian Coalition, the Massachusetts Alliance of Portuguese Speakers, Centro Presente, Somerville Hospital, the Somerville Public Schools Parent Information Center, and *The Somerville Journal* (*report from Spring 1996 Focus*).

**Spokane, Washington** – Judith Mason of Leadership Spokane has taken the lead role in organizing a study circle program on race relations. The Human Relations Commission and Unity in Action committee are also heavily involved. Three pilot study circles have been held, with the full community-wide program getting underway this fall (*report from Fall 1996 Focus*).

**Syracuse, New York** – The InterReligious Council of Central New York, with the Rosamond Gifford Charitable Corporation as co-developer, will launch a study circle program called "Community-wide Dialogue in Central New York." Other partners in the venture include local newspapers and the Maxwell School of Citizenship at Syracuse University. The Gifford Foundation has provided \$61,860 to launch the effort (*report from Winter 1996 Focus*).

**Syracuse, New York** – A successful community forum provided an exclamation point for "Community Wide Dialogue," the study circle program in Syracuse and its environs. The organizers developed a discussion guide to bring citizens into discussion and action on children's issues. The program is sponsored by the InterReligious Council of Central New York, The Gifford Foundation, the Syracuse *Herald American*, and Crouse Irving Memorial Hospital. Forum attendees signed up for 15 different action groups. The action groups originated as suggestions from the study circles, and ranged from an effort to increase child mentoring opportunities to a committee meeting on ways to campaign for a national living wage. Over 300 people participated in the study circles. Contact SCRC for copies of the forum agenda, descriptions of the action groups, newspaper articles, and the discussion guide (*report from Fall 1996 Focus*).

**Tampa, Florida** – A community-wide study circle program on race relations is being launched by the Hillsborough County Government, the Urban League, the National Conference, the *Weekly Planet*, WTVT Channel 13, and WMNF community radio. The county has allocated \$25,000 of its budget and considerable staff time toward this effort. The organizers have already held pilot study circles, and the National Conference has conducted a training for neighborhood leaders (*report from Winter 1996 Focus*).

**Tampa, Florida** – The *Weekly Planet* and WTVT-TV have initiated “Speak Up Tampa Bay,” a program which will combine some of the best practices of public journalism and citizen involvement. According to Ben Eason, publisher of the *Weekly Planet*, the steering committee has coalesced around a mission to “create public spaces for citizens to identify and address critical issues, and help the media connect with and report on the needs of the community” (report from *Summer 1996 Focus*).

**Transylvania County, North Carolina** – The Transylvania County Schools and the Transylvania Dispute Settlement Center have taken the lead in organizing a community-wide program on education in this rural part of Western North Carolina. A set of pilot study circles involving representatives of a variety of local organizations began in January. In March, pending evaluation of the pilots, study circles will begin at sites throughout the county (report from *Spring 1996 Focus*).

**Utica, New York** – Over the last six months, a community-wide program called “Building Bridges” has brought over 400 Uticans into study circles on race relations. The *Utica Observer-Dispatch* wrote a series of fine articles for the program (copies available from SCRC), which is being coordinated by the Bridge Builders Religious Coalition. The organizers continue to bring more sectors of the community into the study circles, and are working to establish connections between the study circles and local institutions such as city government and the police department (report from *Winter 1996 Focus*).

**Wichita, Kansas** – A community-wide study circle program called “Bridging the Divides: Practicing Democracy” was launched in November. The Mayor and City Council issued a proclamation urging citizens to participate in the study circles, which will *Focus* on crime and violence in Wichita. The program also has support from the League of Women Voters, Wichita State University, and the *Wichita Eagle* (report from *Winter 1996 Focus*).

**Wichita, Kansas** – The Wichita study circle program on crime and violence received a boost from a full-page editorial in the *Wichita Eagle*. Another 50 facilitators have been trained, and the current round of study circles is scheduled to be completed in mid-April (report from *Spring 1996 Focus*).



## What study circle organizers are saying about their programs

**Late last year we surveyed the organizers of community-wide study circle programs. One of the questions we asked was, "What do you hope your study circle program will achieve?" Here are some of the answers we received:**

"I want to **model** a more thoughtful and inclusive approach to addressing educational issues. I want to **build** core groups around the state who have looked at the issue, become better informed, and will, hopefully, be willing to support and be a part of school reforms and local school change."

- *Judy White, Arkansas Friends for Better Schools*

"There has to be a place where the important process of community healing can begin. Open, frank discussion, though at times frustrating and uncomfortable, is an indication of spiritual and social health....Will this project heal? No. It is rather the first of many steps down that path."

- *Rev. Ernest Jones, Greater Bridgeport (CT) Council of Churches*

"[We hope the program will:] Make a difference in how people of different ethnic and racial groups communicate, respond, support, and applaud each other's likenesses and differences. Resulting in a more harmonious community committed to peace and justice for all."

- *Marj Colley, YWCA of Aurora, Illinois*

"[We hope the program will:]

1. Build bridges among community members.
2. Examine new ideas in light of personal perspective.
3. Make school change more feasible.
4. Give community and voice and therefore strengthen the schools."

- *Susie Kaeser, Reaching Heights, Cleveland Heights, Ohio*

"We hope this will be the beginning of an ongoing effort to create community-wide dialogue on social and economic issues."

- *Debra Baron, Pledge for Life Partnership, Kankakee, Illinois*

"The mission and vision of the YWCA is 'the elimination of racism.' I feel that the implementation of study circles would greatly assist us in addressing this mission."

- *Jocelyn Travis, YWCA of Cleveland, Ohio*

“[We hope the program will achieve:] the beginning of breaking down some of the barriers between the black and white communities, especially within the churches. My dream would be to eventually begin breaking down the institutional racism that plagues our city and country.”

- *Glenda Rae Hernandez, South Bend (IN) Human Rights Commission*

“I hope that these study circles will spread and influence our community’s thinking about prejudice and translate into active projects or programs.”

- *James Costello, Modesto (CA) Peace and Life Center*

“We envision study circles getting citizens ready to participate in more in-depth diversity activities, such as job equity issues, neighborhood safety, etc.”

- *Loretta Milam, Hampton (VA) Coalition for Youth*

“[We hope the program will achieve:] Broader and broader community involvement with true dialogue and also friendship in a larger reach.”

- *Rev. Patty Lawrence, Bridge Builders, Utica, New York*

“[We hope the program will achieve:] Greater understanding between schools and community on educational needs of children.”

- *Dorothy Wylie, A.A.U.W., New Port Richey, Florida*

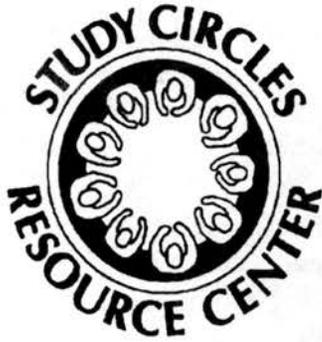
“[We hope the program will achieve:] Dialogue about racism that may lead to the development of positive programs and better relationships among community members.”

- *Julie Ainslie, YWCA of Akron, Ohio*

“[We hope the program will achieve:]

1. Thoughtful dialogue and trust building among people from different backgrounds.
2. Encourage listening to others with respect and speaking honestly and openly to each other.
3. Build community and understanding among individuals, families, and neighborhoods.”

- *Elaine Underwood, Charlotte-Mecklenburg (NC) Schools*



## New resources for study circle organizers

**Youth Issues, Youth Voices** – SCRC's newest study circle guide is designed not only to be a catalyst for new programs, but also as a way for community-wide organizers to create a youth component to existing programs. *Youth Issues, Youth Voices: A Guide for Engaging Youth and Adults in Public Dialogue and Problem Solving* includes sessions on public issues that touch the lives of young people, including racial conflict, violence, healthy and responsible dating relationships, and substance abuse. A broad range of viewpoints is represented on each issue, along with how-to information on study circle organization and leadership, tips on youth-only and intergenerational groups, descriptions of programs that make youth participation an ongoing part of community life, and an extensive resource list. Contact SCRC for the guide and its accompanying *Busy Citizen's Discussion Guide*.

**Translations and adaptations of SCRC guides** – The *Busy Citizen's Guides* on race relations, and violence have been translated into Spanish, as has *Education: How Can Schools and Communities Work Together to Meet the Challenge?*. The *Study Circle Handbook* has been translated by civic organizations in a number of countries, including Russia, Hungary, and Slovenia. *Can't We All Just Get Along?* has been abridged by Laubach Literacy Action for readers at the 5th-6th grade level. The Spanish translations are available free of charge to organizers of large-scale study circle programs. Contact SCRC for availability on other translations and adaptations.

**New resources on education** – Organizers, facilitators, and participants involved in study circles on education may find these resources helpful:

From the National Community Education Association (NCEA) come two new guidebooks for educators, parents, and community leaders. In the *Teacher's Manual for Parent and Community Involvement*, authors Larry Decker, Gloria Greff, and Virginia Decker offer comprehensive topical outlines and instructional units for teacher-training in "parent and community involvement." *Strategic Planning and Needs Assessment for Schools and Communities*, by Virginia Romney, describes tools to help planners develop goals for the future, assess the present and future needs of the community, and design action plans to achieve those goals. To place an order, call the NCEA at (703) 359-8973, fax (703) 359-0972.

A recently released report from the Carnegie Foundation for the Advancement of Teaching concludes that too many of the nation's elementary schools are isolated from their communities. In *The Basic School: A Community for Learning*, the late Ernest L. Boyer, author and Carnegie president, suggests ways to strengthen relationships between schools and communities. Copies of *The Basic School* can be ordered by calling (800) 777-4726.

**New resources on race relations** – The newly published *Racial Healing: Confronting the Fear Between Blacks and Whites*, by Harlan L. Dalton, lays out the case for sustained dialogue on race. This important book will provide useful insights for organizers of study circles on race, and could also be used as actual discussion material for study circles. *Racial Healing* is published by Doubleday, 1540 Broadway, New York, NY 10036.

Organizers, facilitators, and participants involved in study circles on race relations may also be interested in a recent issue of the *Community Leadership Quarterly* entitled "How to Reach Across Racial and Economic Barriers." The issue features study circles and several other models for bridging community divides. It includes practical suggestions for organizers and facilitators and a small resource list. The issue concludes that "A city that knows how to bring together groups across racial, ethnic, and economic lines will find almost any other problem easier to solve." For a copy of this issue or information on subscriptions, contact the *Community Leadership Quarterly* at P.O. Box 1687, Decatur, GA 30031-1687.

**NLC offers *Rethinking Public Safety*** – People using SCRC's *Confronting Violence in Our Communities* may wish to obtain a resource published by the **National League of Cities** called *Rethinking Public Safety*. It offers a host of ideas for addressing crime and violence issues and includes over thirty examples of successful public safety programs in cities around the country. *Rethinking Public Safety* is available for \$10 plus \$3 shipping & handling from the NLC Publications Center at (301) 725-4299.

**New resources on deliberative democracy** – More and more people are working on ways to connect study circles to the political processes and civic life of communities (please see lead article). Several recent publications can help you think about study circles in this broader context:

From the Leadership Collaboration Series, commissioned by The Pew Partnership for Civic Change, come two excellent essays on strengthening communities. In *Building Healthy Communities*, author Bruce Adams describes the elements of a healthy civic community, and offers examples contrasting sound and unsound attitudes and practices in civic behavior. In *Building Deliberative Communities*, Michael K. Briand demonstrates that deliberative discussions can help a community assess its own assets and liabilities, and gain assurance in its ability to change for the better. For more information, write Pew Partnership for Civic Change, 145-C Ednam Drive, Charlottesville, VA 22903, (804) 971-2073, fax (804) 971-7042.

In *Collaborative Leadership: How Citizens and Civic Leaders Can Make a Difference*, authors David D. Chrislip and Carl E. Larson describe how citizens and elected officials can design, initiate, and sustain a constructive, collaborative process, and bring together diverse groups of people to create visions and solve problems in their communities. It is available in hard-back for \$24.95 from Jossey-Bass Publishers at 350 Sansome Street, San Francisco, CA 94104, (415) 433-1767.

Richard E. Sclove's *Democracy and Technology* provides a thought provoking, easy-to-read look at the integration of technology into our society. Sclove argues for citizen participation and the creation of strategies to develop technology that is more sustainable, socially responsive, and humane. He shows how democracy and technology affect each other, and how lay groups can participate in the technological decisions and related problem solving that will shape our future. Contact the Guilford Press (ISBN 0-89862-861-X) at 72 Spring St., New York, NY 10012, (212) 431-9800.



For immediate release: April 1996

Contact: Matt Leighninger, (860) 928-2616

## Study circle programs help communities rebuild democracy from the ground up

A presidential campaign often *seems* like a great opportunity to renew people's interest in the democratic process. Yet the empty posturing and combative tone of the presidential campaign are among the very things that have alienated large numbers of American citizens from government and from public life in general.

Instead of focusing exclusively on the presidential campaign and national issue debates, many civic activists are creating **community-wide study circle programs** to help citizens reconnect to public life at the local level. These programs create an opportunity for ordinary people to make a direct impact on public problems and political decision-making, which is one of the essential elements of democratic citizenship. By helping people first become citizens of their neighborhoods and communities, these programs lay the foundations for democracy on a national scale.

Study circles are small-group, democratic, highly participatory discussions. Organizers of large-scale study circle programs bring hundreds or even thousands of citizens into study circles to address issues such as education, race relations, and crime and violence. These community-wide study circle programs are underway in 19 cities, ranging in size from Orford, New Hampshire to Los Angeles. These programs aid community problem-solving at a number of levels, ranging from greater individual volunteerism to increases in small-group collaborations to city-wide policies and plans.

Study circles are grounded historically in the U.S. town meeting tradition and in the study groups of the Chautauqua era at the turn of the century. Community-wide study circle programs receive free consultation and discussion materials from the Study Circles Resource Center (SCRC), a nonprofit organization funded by the Topsfield Foundation.

Study circles help citizens gain "ownership" of the issues, and begin thinking of themselves as members of a community capable of solving its problems. They gain deeper understanding of others' perspectives and concerns. They discover common ground and a greater desire and ability to work together – as individuals, as members of small groups, and as voters and members of large organizations in the community. In this way, participants in community-wide study circle programs practice a more active brand of citizenship that includes taking action as well as voting.

The success of this decentralized, citizen-based approach has gained the approval of national figures like U.S. Senator Bill Bradley and Children's Defense Fund President Marian Wright Edelman. Civic educator Frances Moore Lappé calls the community-wide study circle model "one of the most dynamic and successful democratic practices in America today."

For more information on community-wide study circle programs, contact the Study Circles Resource Center at PO Box 203, Pomfret, CT 06258, (860) 928-2616, fax (860) 928-3713, e-mail <[scrc@neca.com](mailto:scrc@neca.com)>.

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# P.M.

## PUBLIC MANAGEMENT

### Measuring the Outcomes of Community-Wide Study Circle Programs

To win support for any new program, a manager must be able to describe what the program will accomplish. But for citizen involvement programs, the most enduring accomplishment is not captured by typical evaluation processes. That is because citizen involvement work, when done well, builds the community's capacity for ongoing problem solving. This is true of a new type of citizen involvement project called the community-wide study circle program.

Study circles are small, democratic, highly participatory discussion groups. Local governments as large as Los Angeles and as small as Orford, New Hampshire (population 1,000), have **planned and implemented community-wide study circle programs**, in which **hundreds or sometimes thousands** of citizens meet in study circles to address issues like crime, education, or race relations. These community-wide programs are intended to stimulate dialogue, create new action opportunities, and generate volunteerism. They are organized by coalitions of community organizations, often including local government offices, police departments, human relations commissions, YWCAs, interfaith councils, and school boards.

While some study circle outcomes are measurable, the most fundamental one—laying the foundation for community problem solving—is difficult to quantify. Ironically, the fact that study circle organizers cannot foresee or plan for outcomes may make this kind of capacity building more likely to occur. Because study circle ground rules specify that neither consensus nor an explicit action plan is the goal of the discussion, prospective participants know that they are entering a safe environment, free of hidden agendas. The actions that result from study circles **therefore evolve naturally and on the participants' own terms. In this way, organizers of community-wide study**

circle programs can proudly point to "new actors" in the community whose leadership potential has been uncovered in study circles.

### Changes in Attitude and Behavior

The most easily observed study circle outcomes are changes in individual attitudes. Organizers often hear from participants that the experience has given them new insights, a greater understanding of views different from their own, and a renewed hope that problems and conflicts can be resolved. This is especially apparent in study circles on race relations because people rarely have the opportunity to hold candid conversations on race with people of different racial backgrounds.

Projects to measure these changes in individual attitudes and behavior are currently under way in the two Ohio communities with the longest history of community-wide study circle programs: Lima and Springfield. At the Ohio State University at Lima, an interdisciplinary team including a psychologist, a sociologist, and a historian is conducting a study of changes in participants' attitudes toward race. "The problem is, people will say, 'I know it has an effect, I can feel it in my heart,'" said psychology professor George Handley. "What we hope is to track whether the attitudes remain changed."

To do this, the researchers developed a survey of racial attitudes, which they administered to a randomly selected group of study circle participants before and after they had taken part in a study circle. Initial results showed a "significant improvement" in racial attitudes: after the study circle, respondents were more likely to accept and feel comfortable with people of different backgrounds in a variety of situations. "I would be surprised if sitting down with a racially mixed group of people and listening to the problems wouldn't make each person more aware," Handley said. Because the research team is particularly interested in the long-term impact of the study circles, they also are conducting a longitudinal study.

The most compelling anecdotal evidence that individuals enjoy and learn from one another in study circles is that, in so many cases, they continue meeting after the last scheduled session. Others go on to join discussion-to-action groups. Many continue socializing with friends they first met in a study circle.

### New Grass-Roots Collaborations

A well-organized program produces in each discussion group a mix of people who approach a single problem from different vantage points: police officers with neighborhood residents, for example, or parents with teachers and local businesspeople. The typical result is that people recognize the different aspects of their common problem, get a better picture of how others approach it and why, and work together to create solutions based on the ideas and efforts of citizens.

For example, a group of study circle participants in Glen Ridge, New Jersey, decided that a film festival on prejudice and race relations would be a good way to get others in the community to think and talk about these issues. A study circle in Springfield, Ohio, decided to begin a community project in which young people from different neighborhoods come together for arts activities at the local museum. Still other study circles have "adopted" a block or decided to begin neighborhood conflict resolution programs. The list of such outcomes is long and varied and continues to grow.

The success of study circles in fostering this kind of grass-roots problem solving has attracted a great deal of interest from foundations and from government at every level. One reason for this is the growing realization that creative grass-roots participation and energy are essential to address effectively such deep-rooted problems as crime, poverty, and delinquency.

### Institutional Changes

Study circle programs produce outcomes by changing the ways in which local institutions—such as police departments, school systems, and mayors' offices—connect to the larger community. Sometimes, they even change the way in which these institutions operate internally.

Baton Rouge, Louisiana, is a striking example. Under the direction of Lieutenant Michael Morris, community policing coordinator, the city's department has incorporated small-group discussion in several ways: as a mechanism by which community police officers can interact with residents on their beats, as a way for police officials to communicate with neighborhood associations, and as a process by which all department employees can devise more effective methods.

This transition, which took place over three years, has been accompanied by a significant drop in the Baton

**Rouge crime rate.** Violent crime has fallen 19 percent in the last year, and Sergeant Morris can cite the importance of the new ways in which the department and the community are working together.

Around the country, study circle programs are leading to various kinds of institutional change. The program on crime and violence in Lima, Ohio, is playing an important role in the development of community policing. In Yarmouth, Maine, the school committee used a large-scale study circle program to facilitate public discussion of a town budget crisis. In a statewide program, the Ohio Department of Human Services uses study circles as an internal mechanism to improve internal relations and to help all of its employees think through the public implications of their work.

### **Laying the Foundations**

It would be a mistake to look at study circles only in the context of the specific outcomes they produce. By uncovering new leaders in the community, forging new connections, and reinvigorating existing institutions, study circles lay the foundation for more effective, community-based problem solving.

As community members gain opportunities to create their own outcomes, the results of community-wide study circle programs fit into the local context and are more likely to receive broad public support.

—Matt Leighninger  
Program Director  
Study Circles Resource Center  
Pomfret, Connecticut

### **Community-Wide Study Circle Programs**

Here are highlights from community-wide study circle programs.

**Brevard, North Carolina.** Study circles on education are under way at 12 community centers. The sponsoring coalition includes parents' groups, a county foundation, the county commission, and the department of social services.

**Lima, Ohio.** Lima was the site of the first true community-wide program. More than 2,000 citizens have been involved in study circles on race relations and violence. The Lima Study Circle Council was created to coordinate the study circles and funnel input and ideas from citizens to city government.

**Michigan.** The Michigan Foundation for Educational Leadership and the Michigan Association of School Boards have launched a statewide program that will foster town meetings and study circle programs in 40 Michigan counties. The pilot community for "Michigan Town Meetings for School Improvement: Engaging the Whole Community" is Kent County, where a cycle of forums and study circles is planned to begin this year.

**Oklahoma.** In the wake of the Oklahoma City bombing, the Oklahoma League of Women Voters launched a pilot study circle project in the rural community of Madill. The League now has decided to help create study circle programs on violence and criminal justice in 12 Oklahoma cities.

**Orford, New Hampshire.** A community-wide study circle program on education brought out 100 residents in this town of 1,000. Among other achievements, the program helped the community settle what had been a controversial debate over whether to maintain a town high school.

**Rapid City, South Dakota.** A violence prevention coalition that includes 35 area organizations is coordinating study circles as part of a program called Stand Against a Violent Environment (SAVE) Rapid City. The Rapid City School District has overseen the training of 90 facilitators and the organization of six pilot study circles.

**Springfield, Ohio.** The city has taken the lead in a program on race relations that is supported by a coalition made up of ecumenical associations, local universities, county government, the school system, and the public library. Springfield's program is unique because individual organizations are responsible for their own study circles. They receive training and organizing assistance from the city and recruit their own participants.

*Source: Study Circles Resource Center, Pomfret, Connecticut.*

## Community-wide Study Circle Programs on Education

13-Nov-96

state	city or area	status*	lead contact	organization	description
CT	Connecticut	c	Nancy Leonard	William Caspar Graustein Memorial Fund	The Graustein Fund is working to foster community-wide programs across Connecticut. Forums are being held this fall to help citizens address the recent Sheff v. O'Neill decision on school desegregation. These will be followed in early 1997 with a series of town meetings and study circles on broader education issues. Engaging Americans in Education Reform, a project of the Institute for Educational Leadership and Public Agenda, will assist in convening the town meetings and evaluating the project.
MI	Kent County	c	George J. Woons Ph.D.	Kent County Intermediate School District	Kent County will be the first site for the Michigan state-wide study circle program initiated by the Michigan Foundation for Educational Leadership (see separate entry).
MI	Michigan	c	Michael Kiefer	Michigan Foundation for Educational Leadership	MFEL is in the early stages of creating a state-wide network of 40 community-wide study circle programs. The first pilot, in Kent County, is scheduled to be underway in late 1996 (see separate entry). The study circles will begin and conclude with town meetings. There are extensive research and state-level policy dimensions to the program.
NC	Asheville	p	Carolyn Williams	North Carolina Center for Creative Retirement	The middle school advisory task force initiated this program and has begun holding pilot study circles. A study circle program based on the model developed in South Portland, Maine will be centered on the middle school and will get underway in the Fall of 1996. In early 1997, organizations involved in this first stage will begin assembling the full community-wide program.
NC	Brevard	p	John A. Fenner	Transylvania Dispute Settlement Center	Study circles are underway at 12 community centers. The sponsoring coalition includes parents groups, a county foundation, the county commission, and the Dept. of Social Services.
NH	New Hampshire	f	Bruce Mallory	Public Conversations Project University of New Hampshire	A state-wide effort sponsored by the Univ. of New Hampshire and the NH Charitable Foundation, which will foster a number of community-wide programs. The first such program got underway in Orford, with 100 participants (town of 1,000). The Orford program had many outcomes, including resolution of a dispute over whether to maintain the town's high school. At a concluding forum, program participants passed a nonbinding resolution that 'the economic problems of the town wouldn't be allowed to affect the quality of the local schools.' At a subsequent town meeting, citizens voted to appropriate \$5,000 for a planning process for a regional high school. The Public Conversations Project is now assisting a study circle program in Milford.
NY	Hendrick Hudson	c	Joan Thompson	Hendrick Hudson School District	The District Dialogue Group was established by the Superintendent of Schools. Teachers and parent representatives selected from each of the community's schools, along with volunteers from the elementary school PTAs, have been trained to be facilitators of study circle discussions on quality education in the community. Facilitators will conduct study circles and then meet to reflect on the findings of the study circles. Organizers will generate their own discussion materials.

\*status: c=coalition-building, p=pilot, f=full implementation of study circles

state	city or area	status*	lead contact	organization	description
OH	Cleveland Heights	p	Susie Kaeser	Reaching Heights	Ten pilot study circles are underway in the program, which is called Public Schools for the 21st Century. The sponsoring coalition includes the superintendent, school board, and PTA council.

## Community-wide Study Circle Programs on Race Relations

13-Nov-96

state	city or area	status*	lead contact	organization	description
CA	Los Angeles	f	Carolyn Webb de Macias	Office of City Councilman Mark Ridley Thomas	The "Day of Dialogue" program is sponsored by the LA City Council, City Attorney's office, National Conference, and other organizations. The program, which was covered on national network news, has already involved thousands of Angelenos in hundreds of study circles across the city. The first round, concentrating on race relations in the wake of the Simpson verdict, got underway in October, 1995. The second round, held in June, 1996, had an emphasis on affirmative action and the California Civil Rights Initiative. The third round, focusing on violence, got underway in September, 1996, with almost 100 study circles meeting around the city. The City Attorney's Office and a team based at UCLA have written many of the discussion materials used in the program.
CA	Modesto	p	James Costello	Modesto Peace/Life Center	The program has involved over 100 people in study circles. It is sponsored by the Modesto Peace/Life Center, the King-Kennedy Memorial Center, Human Relations Commission, NAACP, and area churches. A second round of study circles, this time on violence as well as racism, will begin in late 1996.
CA	Riverside	f	Marvin Lea	Human Relations Commission	Two dozen facilitators were trained in September, 1996. Participants are being recruited through press coverage and various community groups. Ten sites are currently underway.
CA	San Diego	c	Scott Fulkerson	Human Relations Commission	The San Diego Human Relations Commission has endorsed a community-wide study circle program on race relations. Discussions are beginning on recruiting other leading city organizations and leaders into a coalition to sponsor this effort. Preliminary plans call for a coalition-building event to be scheduled for early 1997.
CT	Bridgeport	f	The Reverend Ernest Jones	Council of Churches of Greater Bridgeport, Inc.	Twenty-four study circles are now meeting in Bridgeport and Fairfield. The Council of Churches was awarded \$33,500 from two local foundations to lead the project. Almost 30 local organizations are involved, including Sacred Heart University, Fairfield University, People's Bank, Fairfield County Community Services, a regional business council, and the General Electric Company. Around 200 people are now participating in study circles.
CT	New London - Norwich	p	Frances V. Moulder	Multicultural Coalition of SE Connecticut - Three Rivers Comm. College	The Multicultural Coalition is the main sponsor of the program, which spans both New London and Norwich. One hundred people participated in the first round of study circles in the Spring of 1996. Beginning in the Fall of 1996, a second round will involve a similar number of participants. Organizers have created special materials for a fourth session discussion on the Sheff v. O'Neill school desegregation decision. A follow-up event is being planned to discuss action ideas.
FL	Tampa	f	Joanna Tokley	Tampa Hillsborough Urban League	The Urban League, the National Conference, The Weekly Planet newspaper, and Hillsborough County Government are the key sponsors of this program, which has received \$25,000 in funding from the County. Thirty study circles are now being held in people's homes, and twenty more are meeting in Tampa schools.

\*status: c=coalition-building, p=pilot, f=full implementation of study circles

state	city or area	status*	lead contact	organization	description
IA	Des Moines	c	Liz Sullivan	Norwest Bank	The Des Moines Diversity Team, in association with the Iowa Civil Rights Commission, is leading the development of a community-wide coalition. They are presently identifying and recruiting member organizations for the coalition.
IA	Iowa	c	Don Grove	Iowa Civil Rights Commission	The Civil Rights Commission coordinates diversity appreciation teams working in seven Iowa cities. Each team is made up of stakeholders from that community. The commission would like all the teams to create community-wide study circle programs. A training and organizing meeting will be held in Iowa this fall.
IL	Aurora	f	Mary Jane Hollis	YWCA	The Aurora program, which is led by the YWCA and funded by the city, has been underway since early 1996. Twelve study circles are now meeting; many include young people as well as adults. Representatives from Aurora have given presentations and trainings in other cities now planning study circle programs.
IL	Champaign	p	Jeanette Goines Osler	YWCA - University of Illinois	The YWCA has teamed up with the city's race relations committee and Human Services Council to sponsor a study circle program. Twelve pilot groups have concluded a round of discussions, and one large training has been held for employees of the Champaign school system. Planning is underway for the expansion of the program, not only within Champaign, but in adjoining Urbana.
IL	Kankakee	p	Debra Baron	Pledge for Life Partnership	The program is currently recruiting participants for a second round of study circles, scheduled to begin in Fall, 1996 and continue through April, 1997. The program is sponsored by the Pledge for Life Partnership, King Holiday Committee, YWCA, and county extension service. Roughly 100 people met in study circles on violence and race relations during the first round.
IL	Normal	p	Tom Goodell	Coalition for Diversity and Reconciliation	The YWCA and the Coalition for Diversity and Reconciliation (Christians, Moslems, Jews, Baha'is, and Hindus) trained 20 facilitators and involved more than 80 participants in a pilot program which included two study circles for youth from African-American and white congregations. A second round with about 100 participants will begin in the Fall of 1996. The YWCA has designated a part-time administrator for the program. Some support has been made available in the form of small grants from the Central Illinois Conference of United Methodists and the local Board on Church and Community.
IL	Peoria	f	Robin Graham	The King Holiday Committee	Inspired by the Los Angeles program, this effort began as a Day of Dialogue on Race and became a full-scale community-wide program involving hundreds of citizens in study circles. Over 50 facilitators have been trained. The City, Bradley University, and area high schools are involved. The City Council is exploring how to make study circles part of overall city structure.
IL	Quincy	p	Jacqui Bevelheimer	YWCA	Inspired and aided by representatives from the study circle program in Aurora, IL, a YWCA-initiated program will be launched in conjunction with the National Day of Commitment. Facilitator trainings and pilot study circles have been completed. Other community organizations are being recruited for the sponsoring coalition.

\*status: c=coalition-building, p=pilot, f=full implementation of study circles

state	city or area	status*	lead contact	organization	description
IN	Jeffersonville	p	Joe Easley	Wall Street United Methodist Church	In the summer of 1996, this program trained facilitators and piloted study circles with 13 paired churches. The working group expects to launch a full program in the Fall of 1997.
IN	Muncie	p	The Rev. James Barton	Yorktown Christian Church	Roughly 100 people representing a broad cross-section of the community took part in the first round of study circles in the Fall of 1995. From this initial group, a task force was formed to assure the continuation of the program. A second round, which will include congregation pairings, is being planned for late 1996.
IN	Richmond	p	Lisa Williams	Human Rights Commission	The Human Rights Commission has recruited the Ministerial Association and YWCA to serve on a sponsoring coalition. They will be piloting two-session study circles in Fall, 1996 with 60 participants. A kickoff event for the full program will be held on MLK day in January, 1997.
KY	Hopkinsville	p	Bernard B. Standard	Hopkinsville Human Relations Commission	After participating in pilot study circles, the 25-member Human Relations Commission has made the commitment to lead a community-wide program. Facilitators have been trained. Plans for stage one include three adult sessions as well as study circles involving students from two local high schools. A program for middle schoolers should be in place by the Fall of 1996. The HRC is recruiting sponsors/partners for the full program.
KY	Lexington	p	Barbara Sutherland	Lexington-Fayette Government Center	The program has become well-established in the religious community, with 15 congregations participating. Lexington's mayor, the Commission on Race Relations, and the Christian Unity Task Force have been the lead organizers. They are beginning another round of study circles on race October 7th, 1996. They will have 5 study circles with 12 participants in each.
MA	Springfield	p	The Reverend Ann Geer	Council of Churches of Greater Springfield	The Council of Churches has sponsored study circles on race and violence for over a year in the church community. With the aid of the Massachusetts Commission Against Discrimination, the program will expand to other sectors.
MD	Baltimore	c	John Springer	Interfaith Action for Racial Justice	IARJ is working to organize a metropolitan-area program on race that crosses racial and jurisdictional lines throughout the city of Baltimore and surrounding counties. It is creating two tiers for the work: a leadership tier of public officials, and a "citizens' tier" made up of the study circles. The working group will hold pilot study circles among themselves throughout November, 1996. They plan to take the program full-scale in 1997.
MD	Eastern Shore	c	Linda Wheatley	Harriet Tubman Coalition	This project is coordinated by the Harriet Tubman Coalition in Cambridge and the Center for Conflict Resolution at Salisbury State University. A 20-member steering committee will design a study circle program for the Eastern Shore Counties. Kickoff date is scheduled for January, 1997.
MD	Frederick County	c	Lt. Garry Hoyle	Frederick Police Department	The police department is taking the lead to organize study circles in Frederick County. Lt. Hoyle is working primarily with an interfaith organization and a community dialogue group. Study circles are scheduled to begin in the Fall of 1996.

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state	city or area	status*	lead contact	organization	description
MD	Howard County	c	James E. Henson, Sr.	Howard County Office of Human Rights	A program steering committee has begun meeting, trainings have been held, and multiple efforts are underway across the state. The program has received strong support from members of the Maryland Association of Human Rights Agencies.
MD	Montgomery County	c	Odessa Shannon	Montgomery County Human Relations Commission	A training and pilot study circles have been held for this program, which is spearheaded by the Human Relations Commission. Pilot study circles got underway in the Summer of 1996.
MI	Lansing	p	Luther J. Flanagan	Coalition for Community Concerns	The Coalition for Community Concerns has been conducting study circles on a small scale for several years. They've solicited support from City Hall, the local newspaper, the police department, and the Human Relations Commission. The kickoff for a full community-wide program is scheduled for late Fall, 1996.
NJ	Glen Ridge	f	Nancy Marnis-King		Approximately 100 people participated in a first-round study circle program on race relations and cultural difference sponsored by the Human Relations Committee. Assistance was provided by the New Jersey Attorney General's Office of Bias Crime. This year, the HRC will sponsor a two-pronged program offering participants a choice of topics: race relations or gender orientation. Participants and facilitators will be recruited via the local newspaper which is publicizing the program.
NJ	Highland Park	p	Valorie Caffee	Committee on Race Relations and Diversity	Key community leaders have piloted study circles. From this core group the Committee will build an organizing team. The New Jersey Attorney General's Office of Bias Crime has offered guidance and support.
NJ	New Jersey	f	Robin Parker	Office of Bias Crime and Community Relations - State of New Jersey	The Office of Bias Crime has been assisting communities all over New Jersey as they plan study circle programs on race relations and violence.
NJ	Princeton	c	Francesca Benson		Members of the Joint Civil Rights Commission working with a Princeton Clergy Association will present model study circles in the Fall of 1996 at Unity Week, sponsored by the Task Force on Ethics. The NJ Attorney General's Office of Bias Crime will provide training and support. The objective is to bring the entire Princeton community into a comprehensive dialogue.
NY	Buffalo	c	Rev. Dr. G. Stanford Bratton	Buffalo Area Council of Churches	A broad-based coalition was formed in response to the church burnings and increasing concerns about racial unrest in the city of Buffalo. It includes leaders from business, government, the religious community, and labor. Plans call for a rally, Roll Call Against Racism, at which people can sign ballots pledging to be anti-racist. The Buffalo News and local TV stations will provide coverage. Coalition members will pilot study circles, and have requested assistance in training organizers and facilitators.
NY	Dutchess County	c	The Reverend Gail Burger	Dutchess Interfaith Council, Inc.	A broad-based coalition of community organizations and agencies assembled by the Dutchess County Human Rights Commission has established a roundtable group. The coalition's education committee is exploring the development of a county-wide program.

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state	city or area	status*	lead contact	organization	description
NY	Jamestown	p	Rosemarie White	YWCA	The YW is piloting 5 sessions on race relations with the Board of Trustees and staff in Fall, 1996. Participants are potential facilitators for a large-scale community-wide program in Spring, 1997.
NY	Utica	f	The Reverend Patty Lawrence	Plymouth - Bethesda United Church of Christ	Utica's Bridge Builders Religious Coalition is coordinating the program, which has over 500 participants. The Observer-Dispatch has devoted extensive issue coverage and editorial support (contact SCRC for copies of those articles). The program has helped the community deal with a race incident, and provided many new action opportunities for Utica citizens.
NY	White Plains	c	Harry Bright	White Plains Commission on Human Rights	The commission is working with the Friends of the White Plains Public Schools, the YWCA, and several other organizations to establish a community-wide program.
OH	Cleveland	f	Sandi Holmes	National Conference	The National Conference, the YWCA, and Case Western Reserve were the initiators of the program, which is currently planning a second round of study circles. To date 600 people have participated, with another 400 planned for early 1997 in their "Honest Conversations." They are also conducting a program evaluation with the help of Case Western Reserve.
OH	Columbus	f	Linda Kanney	YWCA	The YWCA, Community Relations Commission, and Ohio Dept. of Human Services are the three lead organizers of the program, which has involved approximately 500 citizens so far. The YWCA also provides study circle organizing and training assistance for a growing number of community organizations that are forming "spin-off" study circle programs in different parts of Columbus.
OH	Euclid	c	Susan Deal Pearlman	Euclid Community Concerns	Euclid Community Concerns is working with the National Conference to build a large scale study circle program involving the school system, community policing program, leadership groups, community organizations, and neighborhood associations.
OH	Lima	f	Ron Hagaman	The Office of the Mayor	Lima created the first true community-wide program. Mayor David Berger, Ohio State-Lima, and the ecumenical associations were the initial sponsors, but the coalition has expanded to include most major Lima organizations. Over 2,000 citizens have been involved in study circles on race relations and violence. A wide variety of programs and initiatives have resulted; one example is the new Lima Violence Prevention Center, funded by a \$25,000 grant from the Ohio Office of Criminal Justice Services. The Center assists 12 violence task forces, each of which is made up of study circle participants. The Lima Study Circle Council has also been created to coordinate the study circles and funnel input and ideas from citizens to city government.
OH	Mansfield	c	The Honorable Lydia Reid	City of Mansfield	The Mayor's office has taken the lead in sponsoring a community-wide study circle program. Ministers and Human Relations Commissioners are holding study circles amongst themselves before appealing for participation from the larger community.

\*status: c=coalition-building, p=pilot, f=full implementation of study circles

state	city or area	status*	lead contact	organization	description
OH	Springfield	f	Selena Singletary	Dept. of Human Rel., Housing, and Neigh. Svces., City of Springfield	The City of Springfield has taken the lead in this program, which is also supported by a coalition which includes ecumenical associations, local universities, county government, the school system, and the public library. It has involved hundreds of citizens over the last three years, including students who co-facilitate study circles in the city's high schools. Springfield's program is unique because individual organizations are responsible for their own study circles; they receive training and organizing assistance from the city, and they recruit their own participants.
OH	Wilmington	c	David Hawley	Presbyterian Church of Wilmington	Pilot study circles have been held among community stakeholders. Outcomes are encouraging: a cross-group communication program in a local junior high school (Project Trust) for at-risk males; a new Habitat for Humanity chapter; Hot Hoops, a late-night basketball program with a required counseling component; and a job search task force.
OH	Youngstown	c	The Reverend James Ray		An interracial clergy group in Youngstown is currently reaching out to other organizations to build the coalition for this program. Representatives from Lima have given advice and assistance.
PA	Pittsburgh	p	Margaret Tyndall	YWCA	This program is coordinated by the YWCA Center for Race Relations and Anti-Racism Training. Sponsors include the National Conference, church-based groups, a local newspaper, a local hospital, the NAACP, the board of education, and the superintendent of schools. They are currently piloting study circles among this group, and hope to kick off a community-wide program in 1997.
TN	Nashville	c	John L. Fair, Sr.	Nashville Urban League, Inc.	NCAR (Nashville Coaliton Against Racism) includes the National Conference, YWCA, Urban League, NAACP, Police Department, Vanderbilt University, Tennessee State, the Gay/Lesbian Coalition, ACLU, Girl Scouts. The strategic planning committee for NCAR began meeting in October, 1996 to plan pilot study circles for Nashville.
TX	Fort Worth	c	Cindy Crain	City of Fort Worth	League of Women Voters taking the lead in organizing this community-wide program. Coalition includes Minority Leader Council, African-American Men's group, Americorp. The mayor is very enthusiastic about this effort.
VA	Hampton	f	Loretta Milam	Hampton Coalition for Youth	The Coalition for Youth heads a working group which includes representatives from social service agencies, the police department, the community college, the League of Women Voters, the school board, Hampton University, Fort Monroe, and the local transport system. A kickoff event was held and more than 30 study circles got underway in the Fall of 1996, with another round scheduled to begin in February, 1997.
VA	Williamsburg	c	Thayer Cory	All Together	Inspired by the program in Hampton, VA, All Together, a newly formed, broad-based, volunteer citizen's group, will conduct a pilot study circle on race relations within its membership. Plans call for participants in the pilot to be trained as facilitators. Organizers are developing strategies for taking the study circles to the greater community.

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state	city or area	status*	lead contact	organization	description
WA	Spokane	p	Judith Mason	Leadership Spokane	The Human Relations Commission, Leadership Spokane, and the Community College of Spokane are leading the coalition-building process. The program will proceed in two phases: community college classes will be cancelled for a day so that faculty, staff, and 6,000 students can attend two study circle sessions. As those groups continue, planning will also continue for a community-wide program.
WI	Eau Claire	p	Mike Huggins	City of Eau Claire	This is a grant-funded program steered by a university committee which looks at diversity issues. The organizers consist of representatives from the city, school districts, technical college, Hmong community, university, civic groups. Trainings are scheduled for January, 1997 with a kickoff event in February. The program will consist of 15 study circles with participants from schools, the university, and the greater community.

\*status: c=coalition-building, p=pilot, f=full implementation of study circles

## Community-wide Study Circle Programs on Crime and Violence

13-Nov-96

state	city or area	status*	lead contact	organization	description
CA	Long Beach	p	Ellen Ames	Department of Social Work CA State University-Long Beach	The university and the Long Beach Human Relations Commission are working together to pilot study circles within a one-mile-square section of the city. The Kellogg Foundation's Juvenile Crime Prevention Program has provided funding to hire facilitators. The City of Long Beach will be watching this program closely as plans for a community-wide effort are put together.
CA	Los Angeles	f	Carolyn Webb de Macias	Office of City Councilman Mark Ridley Thomas	The "Day of Dialogue" program is sponsored by the LA City Council, City Attorney's office, National Conference, and other organizations. The program, which was covered on national network news, has already involved thousands of Angelenos in hundreds of study circles across the city. The first round, concentrating on race relations in the wake of the Simpson verdict, got underway in October, 1995. The second round, held in June, 1996, had an emphasis on affirmative action and the California Civil Rights Initiative. The third round, focusing on violence, got underway in September, 1996, with almost 100 study circles meeting around the city. The City Attorney's Office and a team based at UCLA have written many of the discussion materials used in the program.
DE	New Castle County	p	Ruth S. Sokolowski	YWCA of New Castle County	The DuPont Company has pledged \$15,000 to fund this program, which was initiated by the YWCA. The Mayor, County Executive, and Delaware Attorney General are part of the coalition forming for this effort, along with a host of other community organizations and businesses. Four pilot study circles are underway, and a community-wide kickoff will be held in early 1997.
FL	Alachua County	c	Sue Blythe, M.Ed.	Peace Education Now	The Gainesville-based Prevention Partnership is the driving force; it is a coalition representing various sectors of Gainesville and Alachua County. They will help establish a community-wide program in Micanopy, then expand to the rest of the county. There will be a strong electronic component, and Dr. Leslie Clarke of U. Florida will be doing some evaluation work.
FL	Micanopy	c	Michaelyn Luttge	Micanopy SAPC/ MORE Micanopy Town Hall	The community-wide program in Micanopy (pop. 3,000) is being organized by the head of existing after-school and substance abuse programs. It will serve as a pilot for the larger Alachua County effort.
GA	Albany	c	Jo Granberry	Albany/Dougherty 2000	Albany/Dougherty 2000 is a 35-organization coalition set up to improve the public schools. They would like to implement a program in partnership with an existing community policing effort to help make schools safer in Albany.
IL	Illinois	c	Nancy Tegtmeier	Illinois Conference of Churches	The Conference of Churches will foster community-wide programs throughout Illinois by providing organizing and training assistance and support to church leaders. Most of the programs will start in the church community, but eventually expand to all sectors.

\*status: c=coalition-building, p=pilot, f=full implementation of study circles

state	city or area	status*	lead contact	organization	description
IL	Kankakee	p	Debra Baron	Pledge for Life Partnership	The program is currently recruiting participants for a second round of study circles, scheduled to begin in Fall, 1996 and continue through April, 1997. The program is sponsored by the Pledge for Life Partnership, King Holiday Committee, YWCA, and county extension service. Roughly 100 people met in study circles on violence and race relations during the first round.
KS	Wichita	p	Aleta 'Lea' McCloud	National Conference - Kansas Region	Two hundred and seventy-five people have participated in a large and successful pilot round of study circles on violence. The National Conference and Churches United for Peacemaking have initiated the program, and drawn support from a wide range of other organizations. A study circle conference was held in October, 1996 to communicate action ideas from the first round, and galvanize the planning process for a much-expanded program.
LA	Baton Rouge	f	Lieutenant Mike Morris	Baton Rouge City Police	The police department implemented a large-scale study circle program at the same time that a community-oriented policing program was rolled out. Morris sees the study circle methodology as the foundation of community policing, and a way to "marry police and community." Internally, study circles among officers and staff have helped them to decentralize the department; externally, study circles among officers and citizens helped them make decisions about crime strategy and develop a number of new collaborative initiatives (such as Operation Takedown, a police-community plan to target drug houses). Since the program was begun in 1993, violent crime in Baton Rouge has fallen by 19%.
MA	Leominster	p	Barbara Abraham	Multi-Service Center	The Leominster Community Coalition heads this program which began with 10 study circles, each comprised of people representing a specific sector of the community -- law enforcement, education, senior citizens, etc. Following the first round, all participants will gather to share outcomes and form new, diverse groups. A second round is planned for the fall.
NM	Albuquerque	c	JoEllen Howarth	City Legal Department	The City Attorney's Office, the New Mexico Mediators Association, and the New Mexico Conference of Churches are working to create a coalition and a coordinating body for their program.
NY	White Plains	c	Harry Bright	White Plains Commission on Human Rights	The commission is working with the Friends of the White Plains Public Schools, the YWCA, and several other organizations to establish a community-wide program.
OH	Alliance	c	Pat Sacha	Domestic Violence Shelter	The President and Board of the Domestic Violence Shelter are beginning to approach and recruit sponsoring organizations in the community to build a broad-based study circle program.
OH	Columbus	f	Linda Kanney	YWCA	The YWCA, Community Relations Commission, and Ohio Dept. of Human Services are the three lead organizers of the program, which has involved approximately 500 citizens so far. The YWCA also provides study circle organizing and training assistance for a growing number of community organizations that are forming "spin-off" study circle programs in different parts of Columbus.

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state	city or area	status*	lead contact	organization	description
OH	Lima	f	Ron Hagaman	The Office of the Mayor	Lima created the first true community-wide program. Mayor David Berger, Ohio State-Lima, and the ecumenical associations were the initial sponsors, but the coalition has expanded to include most major Lima organizations. Over 2,000 citizens have been involved in study circles on race relations and violence. A wide variety of programs and initiatives have resulted; one example is the new Lima Violence Prevention Center, funded by a \$25,000 grant from the Ohio Office of Criminal Justice Services. The Center assists 12 violence task forces, each of which is made up of study circle participants. The Lima Study Circle Council has also been created to coordinate the study circles and funnel input and ideas from citizens to city government.
SD	Rapid City	f	Pam Teaney Thomas	Drug and Alcohol Program Rapid City School District	SAVE Rapid City (Stand Against a Violent Environment) is a comprehensive violence prevention program. It is backed by a coalition with 35 organizations. Study circles are being held in neighborhoods to help citizens address violence and connect with the larger program. They've trained 90 facilitators to support the spread of study circles throughout the city.
SD	Spearfish	c	Michelle Berry	Northern Hills Community Prevention Services	Planning is underway for a program in Spearfish, the pilot community for a program that would encompass a three-county area outside Rapid City.
TX	Pflugerville	f	Tina Smothermon	Windermere Area Neighborhood Watch	Study circles are underway, sponsored by a coalition that includes the police department, school system, county justice commission, and neighborhood watch groups. A local PBS affiliate has done extensive coverage. Smothermon received recognition from the Governor for her organizing efforts.

\*status: c=coalition-building, p=pilot, f=full implementation of study circles

## Community-wide Study Circle Programs on other issues

13-Nov-96

state	city or area	status*	lead contact	organization	description
CT	NE Connecticut	p	Stacey Leeds	Connecticut Commission on Children	This is a regional study circle program with national implications. The William Caspar Graustein Fund is the funder, The CT Commission on Children and NEW Coalition (an economic development committee) the organizers. Study circles will take place throughout Northeast Connecticut, and will provide citizens with an opportunity to provide input on use of federal block grant funds being dispersed to state government.
DC	District of Columbia	c	Rosemary Fennell	Office of Civil Rights U.S. Department of Education	A diverse working group is creating a community mediation service that will organize study circles on an ongoing basis. The service will operate in four North DC neighborhoods: Columbia Heights, Adams-Morgan, Shaw, and Mount Pleasant. The Center for Dispute Settlement and Eastern Mennonite College are among the organizations involved. They are gathering support from other community groups and will pilot study circles in the fall among the working group and other sponsors.
FL	Tampa	c	Ben Eason	The Weekly Planet	Weekly Planet and WTVT-TV are leading the planning effort for "Speak Up Tampa Bay," a program which will allow citizens to identify pressing issues and address them in study circles and forums.
KS	Sedgwick County	c	Mike Pisciotte	Sedgwick County	During the first few months of 1997, the County Manager's Office will take the lead in a large-scale study circle program on solid waste disposal.
ME	Maine	f	Henry (Hank) Warren	The Roundtable Center	State-wide center assisting in community-wide and organization-sponsored study circle programs on a variety of issues. Has partnered with statewide media (radio, tv, print); worked with state agencies on environmental and educational issues. Community-based work on violence, education, youth issues, gay rights, abortion, sex education, tax reform, cultural diversity, welfare reform. Trained 250 adults and 150 youth as facilitators.
ME	South Portland	f	Maxine Beecher	Citizens Against Substance Abuse (CASA)	The program began as a way for the school community to deal with substance abuse issues. It has now expanded to over 1,000 students, parents, and educators meeting to address all aspects of the life of the school. Action groups then formed to implement some of the suggestions that arose from the study circles. Plans are currently underway to use study circles to address school and community issues involved with reorganizing middle school students in South Portland.
MI	Saugatuck	c	Perry Franzoi	City of Saugatuck	Saugatuck is a small resort town of 1000. So far, the City has recruited 35 participants for a community-wide study circle program to address gay and lesbian civil rights.
MN	Minneapolis/St. Paul	c	Darcy Seaver	Citizens for Integrated Communities MICAH	The Community Circle Collaborative is a cross-sector coalition of over 20 Twin Cities organizations. It has put together a proposal for a study circle program on residential segregation that would involve at least 200 citizens.

\*status: c=coalition-building, p=pilot, f=full implementation of study circles

state	city or area	status*	lead contact	organization	description
MN	Minnesota	c	Mary Treacy	Minnesota Study Circle Network	Minnesota's county commissioners are reaching out to state-wide groups to create community-wide programs on welfare reform/block grant allocation.
NY	Syracuse	f	John Landesman	Interreligious Council of Central New York	A round of study circles on children's issues was held in 1996 with more than 300 people participating. The Syracuse Herald-Tribune published issue articles for the program, and the Gifford Foundation provided \$61,000 to fund it. A community forum was held after the final session - at the forum, 30 action groups were formed, ranging from a new youth mentoring project to a committee of people who want to lobby their elected representatives for "living wage" legislation.
OK	Ada	c	Barbara Wilson	League of Women Voters	Pontotoc County is one of the communities participating in the Oklahoma state wide program on criminal justice and corrections.
OK	Ardmore	c	Judy Riley	League of Women Voters	Ardmore is one of the communities participating in the Oklahoma state wide program on criminal justice and corrections.
OK	Bartlesville	c	Deborah Langely	League of Women Voters	Bartlesville is one of the communities participating in the Oklahoma state wide program on criminal justice and corrections.
OK	Lawton	p	Beverly Horse	League of Women Voters of Oklahoma	Lawton is one of the communities participating in the Oklahoma state-wide program on criminal justice and corrections (see separate entry). Study circles are now underway.
OK	Muskogee	p	Jan Cunningham	League of Women Voters	Muskogee is one of the communities participating in the Oklahoma state wide program on criminal justice and corrections. Study Circles now under way.
OK	Norman	c	Mariette Brodeur	League of Women Voters	Norman is one of the communities participating in the Oklahoma state wide program on criminal justice and corrections.
OK	Oklahoma	p	Trish Frazier	League of Women Voters of Oklahoma	The League is coordinating a state-wide effort, funded by the Clark Foundation, that will lead to community-wide programs in 12-15 Oklahoma cities. Pilot study circles have been held in Tulsa and Madill. Other major sponsors for the program are the Academy for State Goals, the Oklahoma Conference of Churches, and the Citizens' League of Central Oklahoma.
OK	Pottawatomie County	c	Sallie McLaughlin	Gateway to Prevention and Recovery	Pottawatomie County is one of the communities participating in the Oklahoma state wide program on criminal justice and corrections.
OK	Rogers County	c	The Honorable David A. Box	Rogers County Courthouse	Rogers County is one of the communities participating in the Oklahoma state wide program on criminal justice and corrections.
OK	Stillwater	c	Brenda Bose	League of Women Voters	Stillwater is one of the communities participating in the Oklahoma state wide program on criminal justice and corrections.

\*status: c=coalition-building, p=pilot, f=full implementation of study circles

state	city or area	status*	lead contact	organization	description
OK	Tulsa	p	Susan Bird Singh	League of Women Voters of Oklahoma	Tulsa is the largest community taking part in the Oklahoma state-wide study circle program (see separate entry). Thirty study circles on criminal justice and corrections are getting underway in late 1996. The program in Tulsa has strong support from the local newspaper, the Tulsa World, and participation from churches, low-income housing programs, and substance abuse programs. Roughly 400 people are expected to participate in the first round.
OK	Weatherford	f	Carolyn Torrence		Weatherford is one of the communities participating in the Oklahoma state wide program on criminal justice and corrections. Study circles are now underway.

\*status: c=coalition-building, p=pilot, f=full implementation of study circles



## **Basic information about the Study Circles Resource Center**

### **What is a study circle?**

The study circle is a simple process for small-group deliberation. There are just a few defining characteristics:

- A study circle is comprised of 10-15 people who meet regularly over a period of weeks or months to address a critical public issue.
- A study 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 study circle is open to many perspectives. The way in which study circle facilitators are trained and discussion materials are written gives everyone "a home in the conversation," and helps the group explore areas of common ground.
- A study 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 the Study Circles Resource Center (SCRC)?**

SCRC is a nonprofit organization established in 1990 to promote the use of study circles on critical social and political issues. It is funded solely by the Topsfield Foundation, a private, nonprofit, nonpartisan foundation whose mission is to advance deliberative democracy and improve the quality of public life in the United States. SCRC operates by creating study circle organizing and discussion materials, distributing those materials free of charge to organizers of community-wide study circle programs, and providing technical assistance to these organizers.

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

Study circles can be used in a variety of ways, but most study circles have occurred as part of community-wide study circle programs. These programs engage large numbers – in some cases thousands – of citizens in a community in study circles on a public issue such as race relations, crime and violence, or education. The key factor in convincing people to take part in study circles is helping them see that by participating they will actually be making an impact on the issue: through their size and their sponsorship, community-wide programs do just that.

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

By participating in study circles, citizens gain "ownership" of the issues, a recognition that there can be a connection between personal experiences and public policies, and 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

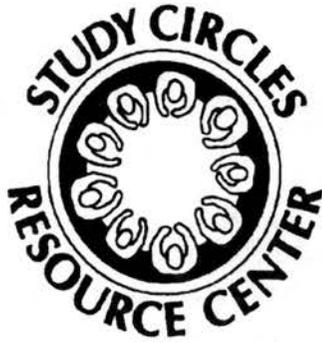
small groups, and as voters and members of large organizations in the community. Community-wide programs also facilitate cooperation between citizens and government, both at an institutional level and at the level of parents and teachers, residents and police officers.

**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 initial 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, and clubs often take part.

**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, 19 communities have followed Lima's lead, ranging in size from Yarmouth, Maine, to Los Angeles, California. Over 80 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 works with a number of national organizations that are working with the community-wide study circle model, including the National Urban League, the YWCA of the USA, the Education Commission of the States, the National Association of Human Rights Workers, the National Council of Churches, and the Alliance for National Renewal.



## SCRC's work with national organizations

In addition to our work with communities, SCRC has always worked collaboratively with national and state organizations. In the last year the number of those relationships has increased dramatically. A large number of national and state organizations have made citizen involvement a high priority in their work; many of them have taken great interest in the community-wide study circle program as an exciting new model for citizen involvement work.

### *Development of new study circle materials*

SCRC and the **Connecticut Commission on Children** have created a study circle guide on school readiness which will be piloted in Northeast Connecticut. *School Readiness: How Can We Help Children and Families Prepare for the Future?* is now available from SCRC. It includes five sessions:

1. What do we want for our young children?
2. How can we improve the stability of families with young children?
3. How can we improve the health and safety of our children?
4. How can we improve the early care and education of children?
5. Making a difference: What can we do to help children in our region?

Since control over various funding streams which affect children is moving from the federal government to the states in the form of block grants, there is new incentive to establish citizen involvement programs dealing with these issues. We hope this program will be a model for connecting citizens with decision-making about federal funding priorities. It will also be the first true region-wide study circle program.

We've also worked with William DiMascio, a communications consultant who works extensively in the area of corrections reform, to create *Balancing Justice: Setting Citizen Priorities for the Corrections System*. The guide is designed to help citizens prioritize the goals of the justice system, consider the current corrections dilemma, and talk about what they can do to affect the way criminals are dealt with. This guide is being used in community-wide study circle programs in 16 Oklahoma cities, as part of a state-wide effort led by the **Oklahoma League of Women Voters** and funded by the State-Centered Program of the **Edna McConnell Clark Foundation**.

SCRC and **A More Perfect Union** have been working together to create *Toward A More Perfect Union: Community Discussions On Our Common Life*, a study circle guide to help communities deal with cultural identity and the challenges of pluralism. The guide includes four sessions:

1. Who Are We? The Many Faces of America
2. Bonds and Boundaries: From "Who am I?" to "Who are We?"
3. Visions of America: What Ties Us Together?
4. Making a Difference: What Can We Do in Our Community?

To accompany the guide, filmmaker Andrea Simon and Arcadia Pictures have produced a 20-minute discussion starter video. The video is made up of excerpts from "Talk to Me: Americans in Conversation," a one-hour special which will air on PBS affiliates in January 1997.

### ***Advice and partnership***

Over the last year, SCRC has partnered with the **National Council of Churches** in a program called *Building Hospitable Community: Countering Bias...Confronting Xenophobia*. SCRC collaborated in three regional consultations, and helped participants learn how to organize community-wide study circle programs addressing community tensions, specifically in the area of anti-immigrant bias and xenophobia. On September 24, SCRC's Martha McCoy participated in the NCC's National Teleconference, answering questions from callers around the country about how study circles can help address these issues.

On educational issues, SCRC is collaborating with **Engaging Americans in Education Reform (EAER)**, a project of the **Institute for Educational Leadership** and the **Public Agenda Foundation**. In Michigan and Connecticut, EAER's expertise and materials on education town meetings will be combined with SCRC's study circle expertise and materials to create large-scale citizen involvement programs. The Michigan Foundation for Educational Leadership is leading the Michigan effort, with an end goal of community-wide study circle/town meeting programs in 40 Michigan counties. The William Caspar Graustein Memorial Fund is taking the lead on a similar program in Connecticut.

SCRC worked with **Hope in the Cities**, a national interracial network based in Richmond, Virginia, to launch *A Call To Community*. The *Call* is a working paper designed to inspire honest dialogue and create a vision of community that transcends our divisions. On May 23, SCRC partnered with Hope in the Cities, The Faith and Politics Institute, and The Union Institute's Office for Social Responsibility to organize an event at the National Press Club to launch the *Call*. Attendees included Rep. Jesse Jackson, Jr. (D-IL), Heritage Foundation founder Paul Weyrich, Rep. Dick Chrysler (R-MI), Lima Mayor David Berger, and study circle organizers from around the country. The day-long program included a roundtable forum, a strategy meeting, and a press conference at which SCRC Executive Director Martha McCoy highlighted study circle programs going on around the country.

In August, SCRC Program Director Matt Leighninger and Lima Police Lt. Mike Bloss conducted workshops for the **National Crime Prevention Council** as part of its national Violence Prevention Seminars, entitled *Working Together for Safer Communities and Brighter Futures*. The study circle workshops helped participants learn how to organize community-wide programs on crime and violence, and described some of the outcomes of the programs in Lima, Baton Rouge, Maine, and elsewhere.

**Catholic Charities USA**, the **National Association for Human Rights Workers**, the **George Meany Center for Labor Studies**, and the **National Multicultural Institute** have also hosted national study circle workshops given by SCRC staff.

### ***Distribution of study circle materials***

A number of national organizations are distributing SCRC materials to their local and regional offices, and encouraging those affiliates to get involved in community-wide study circle planning. That list includes the YWCA of the USA, the National Council of Churches, the National Urban League, and the National Association of Human Rights Workers.

### ***Advisory boards and national networks***

Finally, SCRC serves on a number of advisory boards for national projects. These include the **American School Reform Town Meetings**, the PBS project **Citizens '96** (part of Project Democracy), and the Kettering Foundation's **Public Deliberation '96**. SCRC has been heavily involved in the **Alliance for National Renewal**, a network of over 100 national organizations dedicated to advancing civic renewal. SCRC also serves on the editorial advisory board of the **American News Service**, which provides the media with stories on innovations in democratic problemsolving.