



Education and Housing Equity Project Records.

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Grant Application to the Grotto Foundation

COVER SHEET

Date of Application: 11-15-98

ORGANIZATION INFORMATION

Education and Housing Equity Project

Legal Name of Organization

Augsburg College, CB 185, 2211 Riverside Avenue

Address

Minneapolis, MN 55454

(612) 330-1505

(612) 330-1507 or 1649

City, State, Zip

Telephone

FAX

Individuals Responsible:

Dick Little

Executive Director

(612) 330-1505 or 724-5662

Name of top paid staff

Title

Direct dial phone #

Contact person (if different from top paid staff)

Title

Direct dial phone #

Organization Description:

The Education and Housing Equity Project was founded in 1995 to promote racially and economically inclusive communities and schools that work for all children in the Twin Cities metropolitan area. Its primary focus is on expanding public understanding and informed public action on the relationship between residential, economic and racial segregation and educational achievement in our public schools. To accomplish its mission, EHEP has initiated the Community Circles Collaborative, a project that brings together citizens and community organizations from throughout the metro area in public conversations focused on the challenges of housing segregation, educational achievement and racial equity in the Twin Cities metropolitan region.

Is your organization an IRS 501(c)(3) not-for-profit? YES NO

If no, is your organization a public agency/unit of government
or religious institution: YES NO

If no, name of fiscal agent (fiscal sponsor): _____

AMOUNT AND TYPE OF SUPPORT REQUESTED

The dollar amount being requested:

\$ 10,000

Funds are being requested for:

general operating support

capital

other: _____

project support

endowment

start-up costs

technical assistance

If a project, give project duration:

January Month 1999 Year

to January Month 2000 Year

If operating support, fiscal year:

_____ Month _____ Year

to _____ Month _____ Year

BUDGET

Total annual organization budget:

\$ 65,000

Total project budget (for support other than general operating):

\$ 50,000

PROPOSAL SUMMARY

(If operating or start-up support relate to the organization. If project and other support, relate to the project.)

Project name (if applying for project support): “Choices for Community” Community Circle Conversations on Education, Housing and Segregation (AKA Conversations at the Crossroads: Education, Housing and Race in the Twin Cities)

Summary of the request:

We are requesting support for launching and completing a second and expanded round of community circles that will be convened in 1999 focusing on the challenges of achieving racially and economically inclusive schools and communities. Our goal is to engage 1,000 citizens from 50% of the municipalities in the metro area participating in up to 100 study circles. These circles will consist of 8 to 15 participants each who will meet at least 5 times for 2 hours each meeting. Each circle will meet on specific dates and at specific locations, use a prepared discussion guide, and be moderated by experienced facilitators. In addition to providing meeting places and/or recruiting diverse participants, sponsoring organizations will provide scribes to record and report the results of each circle conversation. A report to the community will be produced. A citizens summit and action forum will bring participants together at the conclusion of the circle conversations to discuss findings and conclusions/recommendations with public officials (who will also be invited to participate in the circles) and to connect participants with action opportunities (promising practices and action organizations).

Geographic area served: The Twin Cities Metropolitan Area

Population served: Adults and children from many different walks of life in schools and communities in the Twin Cities area. Communities of color, lower income residents and students from inner urban areas as well as suburban communities will be emphasized and targeted in this project. Diversity of participants is a key consideration of this project.

AUTHORIZATION

Name of top paid staff and/or Board Chair: Richard Little, Executive Director
Matthew Little, President

Signatures: _____

Grotto Foundation Grant Application Narrative

Education & Housing Equity Project

Community Circles on Education, Housing and Race

PROPOSAL NARRATIVE

A. ORGANIZATIONAL INFORMATION

History

The Education & Housing Equity Project was created in early 1995 by a combined group of education and housing advocates who shared a belief in the pressing need to link the issue of school desegregation/integration to the broader issue of segregated housing and neighborhoods. In early 1996, its first staff was hired to develop the organization, begin exploring how to build a coalition that could work for racially and economically inclusive communities and respond to the segregation and disparities developing in the metropolitan area, and begin a community-wide dialogue on these critical issues. In late 1996 and 1997, the Community Circle Collaborative was born and the first round of Community Circle conversations were held at various locations around the Twin Cities metropolitan area. A metropolitan citizen's forum was held at Macalester College at the conclusion of the conversations and a report on the results of the conversations was published in 1998. Since that time, EHEP has been co-sponsoring additional conversations addressing equity and dealing with race and education and partnering with housing, education and human rights organizations to work on agendas that have been informed by the conversations and that advance the mission of our organization. A second round of Community Circle conversations is now planned for 1999. A newly revised discussion guide has been prepared. Partnerships with potential sponsor groups and facilitators have been initiated. In the fall of 1998, Community Circles were held in Minneapolis, co-sponsored by the Minneapolis Public Schools, the Minneapolis Urban League, the Neighborhood Revitalization Program, Parks and Library Boards (providing meeting spaces), the Jefferson Center (providing scribes) and the Society of Professionals in Dispute Resolution (facilitators). At this time we are planning a metropolitan-wide round of community circles beginning in February 1999. Recently our Community Circles project was selected by The President's Initiative on Race as a "Promising Practice" for advancing race relations and progress on issues of race in the United States.

Mission & goals

The Education & Housing Equity Project's mission is to act as a catalyst to build broad-based coalitions and engage the community in public discussions, analysis and advocacy for the purpose of promoting racially and economically inclusive communities that give families of all incomes, races, and cultural backgrounds access to quality schools and affordable housing throughout the metropolitan area.

EHEP pursues its mission through a three-part strategy:

- Coalition and partnership building and advocacy;
- Community education and informed public conversation; and
- Assisting communities in becoming more inclusive and integrated

Current programs, activities, and strengths/accomplishments

Coalition Building and Advocacy to Inform Public Decision Making

Since its inception, EHEP has spent a significant portion of its energies in discussions and collaborations with other organizations and groups. These have led to several jointly sponsored projects as well as a fuller understanding of the need for an organization and collaborative that can link the issues of housing and education and develop the desperately needed consensus and leadership to move the community forward and to connect these issues to the challenges of poverty and segregation. After a year of creating the organization,

the second and subsequent years have been devoted to extensive research of the literature, one-on-one interviews and multi-participant focus group meetings with a broad range of community leaders and experts in the fields of housing, education, anti-racism and metropolitan stability, and building a broad-based coalition and partnerships that can work on these combined issues. Our unique contribution has been to encourage the linkage of housing and school issues in the work of existing organizations and coalitions and connecting these coalitions to each other and to issues of race and poverty. Some of our major accomplishments have included:

- Coalescing with both housing and education organizations to focus on the re-drafting of the State Board of Education's desegregation rule, to link school desegregation issues with the broader issues of housing segregation and metropolitan stability (1996 and 1998).
- Encouraging a coalition working with the newly formed Minnesota Fair Housing Center on a fair housing testing campaign in suburban Hennepin County to frame the issue of housing discrimination in the context of schools and broader life opportunities (1996).
- Engaging the Minneapolis Public Schools and the Mayor of Minneapolis to support and assist in the development of the community circles project (see below) and, following a presentation (in Dakota County) sponsored by the Family Housing Fund, encouraging a study of the linkage between housing/household stability and educational achievement in Minneapolis, which led to *The Kids Mobility Project* (1997).
- Collaborating with and supporting MICAH's (Metropolitan Interfaith Council on Affordable Housing) fair housing initiative proposal to HUD to jointly develop, with the Illusion Theater, a series of theater events that highlight the need for metro-wide fair and affordable housing for people of all backgrounds and to deal forthrightly with discriminatory practices and attitudes of fear that keep this from happening. EHEP is represented at each of the theater events and is specifically co-sponsoring the Minneapolis and Saint Paul performances (1997 - 1999).
- Participating as an advisor to the consulting teams working with interested parties to mediate the educational adequacy and educational equity lawsuits currently pending (NAACP v. State of Minnesota and St. Paul School District v. State of Minnesota) and participating in the mediation planning retreat organized by the principal parties in the lawsuits (1997 and 1998). In early 1998, EHEP's director testified in support of the mediation process before the Minneapolis School Board, which subsequently endorsed the same position. EHEP has been asked to continue to be a resource group to the mediation process.
- Working with the Right to Housing Campaign and the Alliance for Metropolitan Stability to develop an Inclusionary Housing proposal that could provide the basis for a new approach to expanding affordable housing choices and mixed income housing development in state housing legislation (1998).
- Jointly sponsoring with the Urban Coalition and the Minnesota Minority Education Partnership a series of issue forums on the State's proposed new Desegregation Rule, the Inclusionary Education Program Rule (revision of the originally proposed Diversity Rule), and requirements for teacher licensure. The EHEP board also contributed substantive written testimony to the State Board of Education on the proposed changes to the Profiles of Learning (1998).
- Contributing to the work of the Minneapolis Affordable Housing Task Force through its Director who has been appointed to the Task Force (1998 - 1999). Our message has been that recommendations not only focus on providing needed housing but also on expanding people's locational choices and access to economic and social opportunities.

Assisting Communities in Becoming More Inclusive and Integrated

EHEP has been less involved with this strategy since it largely evolves from the other two strategies. However, at least two examples stand out.

Following the first round of community circles, we were invited by the Minnesota Fair Housing Center to assist them in implementing a Hennepin County funded workshop for suburban planning officials and human rights commissions on promising tools and practices for implementing fair and affordable housing. In September 1998 over 100 city officials and developers attended the "Building Inclusive Communities" Conference in Bloomington. EHEP worked with the Fair Housing Center and the Alliance for Metropolitan Stability to sponsor programs that highlighted promising practices in other parts of the country. EHEP helped to bring the Vice President of Chicago's Leadership Council for Metropolitan Open Communities to the Twin Cities to discuss the Oak Park experience in becoming and sustaining one of the most successful racially integrated cities in the United States.

In the East Metro Area we have been invited by the Office of Interdistrict Initiatives to participate in their planning process to develop a multi-school district governance structure to expand integrated school initiatives involving Saint Paul and suburban East Metro school districts. This activity will continue in 1999.

After the second round of Community Circle conversations, we expect to be doing more of these kinds of activities.

Community Education and Conversation

By far the most significant and distinctive work of EHEP is the "Choices for Community" Community Circle Project. In 1996, EHEP partnered with the Minnesota Minority Education Partnership, the Metropolitan Interfaith Council on Affordable Housing, the Minneapolis Initiative Against Racism and the Minnesota Fair Housing to form the Community Circle Collaborative. Within the year, 20 additional organizations would join the Collaborative. In 1997, the Collaborative launched a metro-wide dialogue project in which 500 citizens from different walks of life came together, 5 to 15 at a time, in community circles throughout the metropolitan area to discuss the future of the Twin Cities area with a focus on two central questions:

- "What are the impacts of existing patterns of residential, economic and racial segregation on the educational achievement and life opportunities to Twin Cities area children and families?" and
- "What can or should we do, as individuals and as a community, to enhance educational success, and housing and economic opportunities for *all* children in the Twin Cities metropolitan area?"

Community Circles of citizens from thirty-five cities were convened by a variety of local sponsoring organizations. All were provided with discussion guides, prepared by the Collaborative, and were moderated by facilitators, recruited and trained by the Collaborative. The conversations culminated in a Metropolitan Citizens Forum held at Macalester College Chapel and moderated by Saint Paul's George Latimer and Minneapolis' Vivian Jenkins Nelsen. A report that synthesized the findings, conclusions and action recommendations coming out of the community circles was prepared and is being shared with the project partners and various decision makers in the metropolitan area.

Since the conclusion of the first round of community conversations, EHEP and collaborative partners have been evaluating the first round, identifying promising practices that advance educational success and expand affordable housing choices, meeting with various stakeholders to discuss the results of the community conversations, and revising and improving the process for a second round.

Plans for a second round of Community Circle conversations, to be held in 1999, are well underway. A round of Minneapolis Circles, co-sponsored by the Minneapolis Public Schools and 5 other partner organizations is currently underway, and will serve as a prototype for metropolitan-wide conversations to begin in February.

The second round will build upon the lessons of the first round and will include additional groups not represented in the first round, such as the business community, labor unions, outer suburban residents and employers, more residents and leadership groups in Saint Paul and East Metro, and a wider range of participants from communities of color. These conversations will be more clearly focused on systemic barriers and changes needed to build more inclusive communities and institutions. The discussions will also include an action component (Action Forum) that will focus on promising practices already underway in various parts of the Twin Cities (e.g., East Metro Interdistrict Initiatives), connect participants with opportunities for involvement in their community, and more directly connect the work of the community circles with key decision makers and decisions-making bodies.

At the conclusion of Round Two, EHEP and the Community Circle Collaborative will co-sponsor a Citizens Summit with the Minnesota Meeting and Minnesota Public Radio (Civic Journalism Initiative). The Summit will use electronic keypad technology to elicit focused responses and discussion of specific issues and solutions from community circle participants on the best ways the metropolitan community can collectively address issues of educational access and achievement, and school and housing segregation. Round two will help inform the policy and action agendas of partners in the collaborative as well as public decision-making bodies in 1999 and beyond.

Relationship with other organizations

The Education & Housing Equity Project carries out its work by collaborating with other organizations. The Community Circle project was founded by a collaborative partnership of organizations. Collaborative partners are identified on the attached lists. The collaboration is essential for (1) assuring racial, cultural, ethnic, generational and geographic diversity of voices in the conversations, (2) fulfilling the various tasks, objectives and leadership requirements of the project using the best possible resources, and (3) assuring that the results of the community circle conversations are widely dispersed and receive widespread attention. The Community Circle Collaborative includes:

- **Organizing partners**, who help to design the process, frame the discussion issues, prepare the discussion guide, recruit and train/orient sponsors, facilitators, scribes, and resource partners, publicize the project and work with the media, and assist with reporting and evaluation and the details of project follow-through.
- **Resource associates**, who supply expertise on the issues, written and audio-visual materials to inform the discussions and provoke spirited but thoughtful conversation, media coverage, project documentation, and/or financial backing of project activities.
- **Sponsors** (typically organizations) that supply meeting spaces (including child care, transportation, translators, hospitality and other services as needed) for the conversations, schedule the conversations, recruit community circle participants, convene the community circle dialogues, and provide scribes who will capture in written record the highlights of each conversation.
- **Facilitators**, who have professional experience in mediation and facilitation, who will moderate the community circle conversations (organizations such as the Society of Professionals in Dispute Resolution and the Minnesota Facilitator Network are partnering with EHEP to provide the facilitators).
- **Participants** from many diverse backgrounds who commit to 5 sessions of 2 hours each and participate with 8 to 15 other citizens in informed and deliberative dialogue. The participants are the heart and soul of the Community Circles project.

In-kind support from the organizing partners alone in the 1997 circles amounted to more than \$15,000 in documented resources. A similar or greater contribution has been made during the 1998 circles in Minneapolis and in preparing for the 1999 circles.

EHEP and the Community Circle Project are distinctive from other organizations and initiatives in their unique methodology and objective of engaging citizens and creating dialogue among disparate parts of the Twin Cities metropolitan area not only to discuss issues and problems, but also to create action registers or common solutions to those issues and problems. No other organization in the Twin Cities area is currently engaged in this kind of collaborative, grassroots, dialogue and education/consensus-building/mobilizing effort that specifically links housing, education and race.

Board, Staff and Volunteers

Number of Board members:	16
Number of full-time paid staff:	1
Number of part-time paid staff:	1*
Number of volunteer staff:	1**
Number of volunteers:	100's (see description of community circle collaborative, above)

* Student Intern for fall 1998; efforts will be made to secure a new intern for part of 1999

** Part-time volunteer professional, joining us in December 1998, who we expect to be able to pay and make full-time in 1999

B. PURPOSE OF GRANT

Situation and Need

There has been growing public concern in the Twin Cities metropolitan area that economic and racial segregation in housing is having a profound impact on the overall health and well being of the metropolitan region, and on education and employment opportunities in particular. A study by Douglas Massey and Nancy Denton in their publication *American Apartheid: Segregation and the Making of the Underclass* revealed that the Minneapolis-St. Paul metropolitan area is among the ten most segregated in the country. Studies have also shown that the Twin Cities ranks third highest among all U.S. urban areas in persons of color living in poverty. The work of State Representative Myron Orfield in his book *Metropolitics: A Regional Agenda for Community and Stability* and of Dr. John Powell of the Institute on Race and Poverty at the University of Minnesota in his study *Examining the Relationship Between Housing, Education and Persistent Segregation* have also given testimony to the depth and breadth of issues of segregation, racial and economic isolation and growing disparities between inner and outer communities in the Twin Cities and their relationship to unlocking the doors to addressing other important issues facing the region.

Public actions to grapple with these issues have been growing in number. They include education and housing lawsuits (NAACP v. State of Minnesota, St. Paul School District v. State of Minnesota, and Holman v. Cisneros), legislation (the Metropolitan Livable Communities Act), the creation and expansion of civic and advocacy groups (e.g., Alliance for Metropolitan Stability, Interfaith Action and St. Paul Ecumenical Action Council, the Minnesota Right to Housing Campaign and the Metropolitan Interfaith Council on Affordable Housing), formation of new compacts of school districts (West Metro Education Program and the East Metro Office of Interdistrict Initiatives), and new state rules addressing school desegregation, educational diversity and criteria for inclusive schools, and standards for multicultural competency in teacher licensure requirements.

These actions, and the frequently divisive debates over these actions, have revealed the need for developing a common understanding and a common ground, or common basis of action, for moving forward on these serious issues. Public conversation about the possibilities for inclusive and integrated communities has been rare, usually divisive and poorly informed, not conducted on a sustained or systematic basis and with too few groups or individuals involved, and virtually no broad public consensus or support. We believe these adverse conditions imperil the chances of building inclusive communities and integrated institutions in the Twin Cities metropolitan area.

The principal danger is that public discourse fast settles into simplistic, distorted polarities – neighborhood schools versus forced busing, quality education versus school desegregation, deconcentration of poverty versus preservation of existing affordable housing, cultural identity versus assimilation, individual choice versus collective responsibility, core cities versus suburbs, rich versus poor, and of course, whites versus communities of color (especially African American). A climate of public opinion poisoned by these divisions inevitably limits what policy makers (and, as we have found in our initial discussions, advocates and community leaders as well) feel they are able to do; we speculate that this climate even limits what judges feel *they* are able to do. In this kind of environment, the issues are captured by the most extreme and negative voices, which are then amplified by the media. The public sits and listens. Few want to get involved, because of the fear of getting burned in the heated controversy and because of the not-unreasonable judgment that little will be accomplished by these conditions. Those who *do* take action typically call for reforms without touching on the vital questions of race and segregation.

There is a need to involve many groups and the broader public in civil, informed conversations about the possibilities for and benefits of integrated communities. There is a need to expand the serious discussion of these issues beyond the courtrooms, the academic halls and partisan legislative debates. As many people as possible, from as many different stations in life should be participating in the conversation about this issue. The discourse should not be limited to the invectives of "talk radio," the well-intentioned opinions of newspaper editorials, the sociological jargon of academia or the legal technicalities of the courts.

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

Our Response

In response to this need, and after gaining valuable information and experience consulting with potential partners, we proposed and implemented a first round of community conversations about racial, economic and residential segregation and unequal opportunity and achievement in our schools. The conversations proved to be productive and have resulted in building public understanding and expanded support for educational equity and inclusionary housing legislation. We learned a great deal from the conversations, including what can be done to make them more effective in subsequent rounds. The project has also helped to inform the proposed mediation process for settlement of the educational lawsuits. The “public voice” that came out of the conversations reflected the complexities of the issues citizens were grappling with.

We want to build on the experience of the first community circles and, using what we learned, again, take the conversation about segregation and integration to neighborhood centers, public libraries, schools, places of business, living rooms, and backyards – the places where ordinary people live their lives and where the real task of building inclusive communities must take place. We wish to encourage and inform public conversations and deliberation that will help lead people to a more informed, more effective understanding of the effects of segregation, why the choice to integrate is important, and how removal of barriers to choice can be accomplished. Through this process, we hope that people come to move beyond “tolerance” and understand the value of inclusion and of an integrated society for themselves, for other people, and for society as a whole.

Experience has shown and we have no illusions that all people will be persuaded, or be willing to participate. There are, after all, real conflicts of interest and conflicts of values about these issues. These will not be dissolved by talk alone. But without a concerted, *and sustained* effort to bring people together for informed and civil conversations, the most extreme voices will remain to frame the issue. Public-spirited conversation will be drowned out by shrill debate; our common interests and values will get lost in a sea of opposition and conflict. Informed action must be preceded by informed and collective conversation.

Specific Project Activities, Goals and Objectives

The *Choices for Community* Community Circle Project has and continues to be developed and organized by a partnership of organizations representing diverse segments of the community. To enable the kind of civic conversation we envisioned, the Collaborative developed “Community Circles,” an approach to community dialogue that draws from elements of three different, nationally and locally recognized models for civic discussion: the “study circles” promoted by the Study Circles Resource Center in Pomfret, Connecticut; the National Issues Forums, a public deliberation project begun by the Kettering Foundation in Dayton, Ohio; and the Communities of Color Empowerment Model (COCEM) from the Minnesota Minority Education Partnership in Minneapolis, Minnesota. The Community Circle Dialogues (or conversations) combines the unique elements from each of the above approaches to bring community members together, to engage them in discussion, to provide educational and technical resources that inform their conversations, and to develop action agendas and connect citizens to action opportunities and promising practices.

The Education and Housing Equity Project and the community circle collaborative it coordinates intend to engage a broad cross-section of the Twin Cities metropolitan community to study, discuss, and build a common understanding of the issues of racial and economic segregation in the region and their effect on education, employment, and broader “life opportunities.” The Community Circle project will be a catalyst for greater community involvement in these issues and increased efforts to decrease housing segregation and increase

educational achievement and integrated education opportunities. They will engage a broad cross-section of the both "non-traditional" participants (low-income families and communities of color) and "traditional" participants in a community-wide dialogue about these complex, interconnected issues. Experience in the first round of conversations suggests that community circles can provide unique settings for collaborative learning, for working through often polarizing social and political issues like these, for facilitating honest conversation, and for building more inclusive organizations and communities. As similar projects elsewhere in the country have shown, such "circles" broaden perspectives, deepen understanding, and inspire participants to become more involved in public life.

The second round of community circle conversations will build on the experience and lessons of the first round conversations. The conversations will use a newly revised and improved discussion guide to help further focus the conversations; more experienced facilitators resulting from a collaborative partnership with the Society of Professionals in Dispute Resolution; a broadened recruiting effort to expand participation by populations under-represented in the first round, such as communities of color (in addition to African Americans), the business community, Saint Paul area communities, and outlying suburban communities; new partnerships to build the community circle dialogues into existing venues for community involvement, such as the Wilder Foundation's "Cities At Work" Forum Series; and an emphasis on actions that can be taken at or near the conclusion of the discussions.

Specific activities and a timeline for accomplishing the 1999 Community Circles and the results they are intended to realize include the following (many of these activities are already underway):

- | | |
|---|------------------------|
| ➤ Evaluation of the first round of community circles | Completed 1997 |
| ➤ Report sharing the results of the first round of discussions | Completed April 1998 |
| | Printing, January 1999 |
| ➤ Preparation of revised <i>Choices for Community</i> discussion guide | May - September 1998 |
| | First Printing, 10/98 |
| | Second Printing, 1/99 |
| ➤ Recruiting new partners and sponsors | Fall/Winter 1998/99 |
| ➤ "Building Inclusive Communities" Conference and Dinner Event | Sept. 17 & 18, 1998 |
| ➤ Minneapolis Community Circles (pilots for 1999 circles) | Oct. - Dec. 1998 |
| ➤ Informational/training sessions for sponsors | December 9, 1998 |
| | January 13, 1998 |
| | Dec. - Jan. 1998/99 |
| ➤ Letter to mayors, press advisories to media, etc. | January 15, 1999 |
| ➤ National Conversation about Race (co-sponsored by EHEP with NCCJ) | January 21, 1999 |
| ➤ Community Circle "Kick-Off" Forums (West Metro) | February 4, 1999 |
| | (East Metro) |
| | January 22, 1999 |
| ➤ Facilitator Orientation Session | January 23, 1999 |
| ➤ Workshop on Understanding Community and Institutional Racism
(for community circle facilitators and scribes) | |
| ➤ MICAH fair housing theatre events (co-sponsored by EHEP) | Feb. - May 1999 |
| ➤ Metro Area Community Circles are convened by sponsors | February 1999 |
| Community Circles meet 5 times for 2 hours each session | Feb - April 1999 |
| ➤ "Cities at Work" Forums and "Call to Action" (one each month) | February - May 1999 |
| ➤ Community Circles Action Forum | April or May 1999 |
| ➤ "Citizens Summit" with the Minnesota Meeting and Minnesota Public Radio | May or June 1999 |
| ➤ Prepare Report to Community | June - August 1999 |
| ➤ Evaluation of circles process and results | Summer/Fall 1999 |
| ➤ Optional second round of 1999 community circles (focusing on integration) | Sept. - Nov. 1999 |
| ➤ Year 2000 Action Agenda | December 1999 |

Those involved in achieving these activities include the following:

Dick Little, Executive Director of the Education and Housing Equity Project, who is responsible for all aspects of the organization and project. He has an extensive background in housing, education, race relations and use of study circles. For 20 years he was a planning and housing official with the U.S. Department of Housing and Urban Development. More recently he has been a research associate with the International Institute for Inter-racial Interaction (INTER-RACE) at Augsburg College, a technical assistant with the Community Policing Institute, a member of the strategic planning team for the City of New Orleans Empowerment Zone and Enterprise Community program, and a consultant to the Minneapolis Public Schools. He has also been active as policy chair, parent representative on the site leadership council, and co-founder of the foundation at Ramsey International Fine Arts School in Minneapolis. He is in his tenth year of serving as mayoral appointee on the Minneapolis Planning Commission, and has a graduate degree in urban planning. He also serves as an officer on the boards of several non-profit organizations including the Metropolitan Interfaith Council on Affordable Housing.

Pam Jewson, acting administrative assistant at EHEP, who brings previous experience as an administrative assistant and field producer at KSTP, a graphic artist with the Star Tribune, and as a project development coordinator with the Linden Hills Neighborhood Revitalization Program (at present, voluntary)

Jeff Swenson, Augsburg College business and financial accountant, who will be providing payroll and fiscal services to EHEP in 1999 (contract)

Paul Kiley, a media, communications and marketing consultant with experience as head of the California Literacy Program ('pro bono')

Barbara Blackstone, State Mediator with the Minnesota Office of Dispute Resolution and Mediation, and an officer of the Society of Professionals in Dispute Resolution (SPIDR), Minnesota Chapter. Barbara is heading up the process of recruiting, training and assigning facilitators. She and a cadre of facilitators from SPIDR facilitated the Minneapolis Community Circles in fall of 1998. Up to 100 facilitators will be moderating or co-moderating the 1999 Community Circles (voluntary/in-kind)

Representatives from the sponsor organizations that will be convening the circles and/or providing the meeting places for the circle dialogues, and scribes who will be recording and preparing reports on the dialogues (voluntary/in-kind).

A working group of individuals from the EHEP board and community circle partner organizations that will assist in carrying out the details of promoting and implementing the community circle dialogues (voluntary/in-kind). Examples include **Joy Sorensen Navarre** of MICAHA and **Carlos Miriani-Rosa** of MMEP

EHEP has made extensive and creative use of interns, volunteers and consultants (paid and in-kind) in the past and will continue to do so in 1999 (writers, graphic designers, training professionals, speakers, etc.). **James and Nadine Addington** and staff of Crossroads and the Minnesota Churches Anti-Racism Initiative will be providing the workshop on understanding community and institutional racism. **Karima Bushnell** of Intercultural Communications Workshops, Inc. will be providing cross-cultural communications training to the facilitators. Feigenbaum Design Group and Community Media Services provide our graphic and design services. Interns from HECUA (the Higher Education Consortium for Urban Affairs) and CURA (the Center for Urban and Regional Affairs) have provided research and writing services. **Nikki Carlson** of Interfaith Action and principal of EYDYA, Inc. has provided 'pro bono' services for developing our data base and communications plan.

We are also being assisted by some of our collaborating partners with the organization of the project. In Saint Paul, we are carrying out the community circles as an integral part of the 'Cities at Work' Forums co-sponsored by the Wilder Foundation. **Barb Rose**, editor of *Community Matters* at Wilder, is working with us hand-in-glove on organizing the community circles in Saint Paul. Staff of the League of Human Rights Commissions is working with us to enable suburban human rights commissions to take the lead role in sponsoring community circles in their communities and partnering with other organizations to implement the circles. Our national partner, the Study Circles Resource Center, has and will continue to provide substantial in-kind support to our project in the form of advice and assistance, including site visits to the Twin Cities.

There comes a moment of truth, however, when it becomes clear that the project and collaboration won't work unless EHEP is adequately staffed. Our success to date demands that we expand beyond a one-person non-profit. To effectively carry out its objective of expanding the community circle project and promoting the successful development of inclusive communities and schools, EHEP must create two new, permanent positions in 1999: (1) an administrative assistant to assist the director and to manage the daily operations of EHEP projects including the community circles project, and (2) a community circles coordinator to oversee and manage the community circles project and coordinate activities with the community circles collaborative. A study has been prepared that has identified and recommended the addition of these staff positions as essential to the continued success of our work. For this reason, we are expanding our budget and funding in 1999.

Impact of activities

The proposed activities will benefit the communities we are serving by advancing the agenda and prospects for integrated and equitable education in Twin Cities area public schools, and for integrated and inclusive communities that are open and affordable to all Twin Citians.

The first round of conversations has already been used to inform the areas for mediation of the education lawsuits between the NAACP, Saint Paul Schools and the State of Minnesota. The second round of conversations will present a timely opportunity to "test" and discuss the recommendations to the legislature coming out of the first round of mediation talks, focusing on schools. The second round conversations also present an opportunity to inform a possible second round of mediation meetings that will focus on external factors, such as housing, transportation, family and community services, and jobs. The community circle conversations should directly contribute to an informed, mediated settlement that will lead to more equitable, inclusive and integrated education for Twin Cities area students.

The first round of conversations also have contributed to building public awareness, support and commitment to fair and affordable housing throughout the metropolitan region. Barriers to affordable housing created by exclusionary zoning and other regulatory practices was identified by over two-third of the circles as a major factor influencing economic, if not racial segregation in the Twin Cities. Fair housing violations were also identified as more prevalent than the public generally acknowledges. NIMBYism, frequently displayed at public hearings and planning commission meetings in suburban communities was also highlighted in the conversations. Twelve of the sponsor organizations are or have become members of the Metropolitan Interfaith Council for Affordable Housing. In addition, some of the circle sponsors and participants were members of Interfaith Action or Saint Paul Ecumenical Action Council, who went on to model our discussion process among their member congregations and to expand their mission to include city-suburban segregation and racial-economic disparities.

Partly as a result of our project, there are a record number of affordable housing proposals that will be submitted to the State Legislature in 1999. The proposed Inclusionary Housing Initiative is an example of a concept that was discussed in the community circle conversations. EHEP is one of the endorsers and sponsors of this proposal.

The second round of circle conversations will highlight promising practices for expanding housing choices and will build greater public education, awareness and desire to become involved in supporting practices identified by circle participants as the most promising.

We think that our project will also lead to the already growing agreement, resulting from our first round of conversations and other EHEP initiatives, on the importance of linking school desegregation/integration with the broader issue of housing (and related issues of public transportation and jobs). This is leading to greater support by advocate organizations for broader coalitions that embrace both housing and education and other related issues. The Alliance for Metropolitan Stability is an example. Through our coalition building activities we expect that there will be broader public support of housing *and* education reforms that lead to more inclusive schools *and* communities.

The conversation results will be presented as findings, conclusions and possible recommendations to the legislature and other decision-making bodies, and hopefully contributes to better policy making. The circle conversations should also result in greater participation in the civic life of the community by community circle participants, many of whom have not been actively involved in these issues in the past.

C. EVALUATION

How effectiveness will be measured

We intend to measure success in tangible ways. We have been and will continue track specific data about the process and results. We have already used surveys to evaluate the first round and will use focus groups to evaluate the second round of community circle discussions.

Criteria for a successful program and the results you expect to have achieved

Measures of success include the breadth and depth of participation in the study circles by citizens. Measures of breadth and depth include diversity of participants in terms of perspectives and viewpoints, race and ethnicity, place of work or residence, age or generation, family status and economic status. It also includes locations and numbers of participants and conversations. A participant comments about what they got out of the circles experience and how they grew or changed as a result of the experience will also be considered.

The project's impact will also be measured by the extent that our process and the circle findings, conclusions and recommendations are considered and incorporated by stakeholder and sponsor organizations, and by public decision-making bodies, such as school boards, planning commissions, city councils and the State Legislature. Another important measure will be the number of new participants that become involved in the work of one of the promising practices or one of the participating non-profit or community organizations as one way of moving from discussion to action.

We hope to at least double the number of participating community circles that successfully complete a dialogue in the second round from 25 circles to over 50 circles. We intend to have representation of Asian Americans and Pacific Islanders, Native Americans, and Latino/Chicanos and Mexican Americans as well as African Americans in the circles in numbers reflecting their percentage of the population of the metropolitan area. We are also striving through pairing of circles, cross-culturally competent recruiting and outreach practices, and partnerships with organizations reflecting diverse populations to achieve richly diverse community circle groups. If these circle discussions receive public attention, raise the level of public awareness, understanding and engagement in creatively addressing issues at the intersection of race, housing and schools, and prompt civically informed actions that lead to more integrated schools and communities through a "bubbling up" of informed discussion and action from the community circles and participants, then our project will have been successful.

Who will be involved in the evaluation

The EHEP board and staff and the organizations that participate in the Community Circle project will continue to be involved in evaluating the project. The Study Circles Resource Center, one of our national partners is already assisting us in the preparation of evaluation measures and criteria before we begin the second round of community dialogues.

How evaluations will be used

The results of the first round of community circle conversations are being used primarily to plan the second round of conversations and also to inform the agendas of participating partners (e.g., MICAH). As previously mentioned, they have also been used in the process of designing the process for mediation of the educational lawsuits.

The results of the second round of conversations will be used to define subsequent strategies for moving toward achievement of more inclusive, equitable and integrated schools and communities and to more specifically inform public policy action that moves to desegregate the Twin Cities metropolitan area.

**EDUCATION & HOUSING EQUITY PROJECT
'CHOICES FOR COMMUNITY'
COMMUNITY CIRCLES PROJECT
1997 REPORT**

During 1997, EHEP established the Community Circle Collaborative, a metro-wide dialogue project that engaged over 500 citizens from 35 different municipalities in informed public conversations focused on the challenges of school achievement, housing integration and racial/economic equity in the Twin Cities metropolitan area.

These discussions included:

- 1) Twenty-five 'community circles,' each composed of 5-20 participants meeting between three and six times (approximately two hours for each meeting) during the months of March through June. These circles were sponsored by a wide variety of organizations and were convened in central city, suburban and outlying communities. Approximately 25% of the 350 or so participants were people of color.
- 2) A Metropolitan Citizens Forum held at Macalester College Chapel in May moderated by George Latimer and Vivian Jenkins Nelsen, two noted facilitators and leaders on issues of race relations and segregation. Martha McCoy, director of the Study Circles Resource Center, offered a national commentary. 125 citizens and public community leaders, including representatives of community circles who shared the results of their circle deliberations attended the forum.
- 3) A set of town meetings in Minneapolis and St. Paul public schools in September held in conjunction with the National Summit on Race Relations and America's Public Schools and co-sponsored with the President's Commission on Race and the National Conference of Christians and Jews. Approximately 50 adults and youth participated in facilitated, nominal group discussions.

EHEP and its Community Circle Collaborative partners accomplished these dialogues through a sequence of organizing and supporting activities, including the following:

- 1) A sponsor kick-off event *Beyond Busing: A Metrowide Dialogue on the Challenges of Education and Housing Segregation* held in December 1996 at the St. Louis Park City Council Chambers. Over 100 citizens representing nearly as many organizations attended the forum, which introduced the project and provided an overview of the issues. The forum included presentations by 10 civic and government leaders. A sponsor's packet was provided to each participant. Following the forum, approximately 50 different groups (school districts, churches and synagogues, libraries, neighborhood councils, community-based non-profits, housing groups, human rights commissions, chambers of commerce and municipalities) signed pledges of participation, agreeing to sponsor or convene at least one community circle.

- 2) Publication of a newsletter "*Beyond Busing*" in January 1997 to draw attention to the project, announce upcoming activities, provide forms for sponsor, facilitator and participant sign-up, and to cover the "who, what, why, where, how and when" of the project. The newsletter was mailed out to approximately 500 interested individuals and organizations.
- 3) Facilitator training workshops held in February at Augsburg College. Approximately 85 people with backgrounds or experience in facilitating small groups were recruited and received training on the issues and process to be used in the community circles discussions. A team representing the lead partners of the Community Circle Collaborative delivered the training. A facilitator's packet was provided to each participant. Each volunteer moderator/facilitator signed a pledge of participation. Facilitators were subsequently matched with community circles convened by the sponsors. The Community Circle Collaborative worked with the Minnesota Facilitators Network to identify and recruit moderator/facilitators. In addition, many of the sponsor/conveners provided their own experienced facilitators. To facilitate communication between community circle study groups, e-mail services were offered to facilitators at no cost by the Twin Cities Free Net.
- 4) Research and preparation of an issues/discussion guide *Choices for Community: A Regional Conversation about the Challenges of Education, Housing and Segregation in the Twin Cities Metropolitan Area*. In the preparation of this document, the Education and Housing Equity Project was assisted by a review team representing the Collaborative; staff of the Study Circles Resource Center; a CURA-funded graduate intern from the Humphrey Institute of Public Affairs; and by noted journalist, editorial writer and playwright Syl Jones.
- 5) The Collaborative also produced a resource bibliography that includes over 125 publications and articles to help inform the public discussions. The Librarians for Social Responsibility offered to assist in making these resources available for community circle use at branch county libraries. In addition, the Collaborative supplied resource experts who were available to meet with community circles upon request. Community circle participants were also invited to local conferences and seminars, such as the Institute on Race and Poverty's Spring Conference on housing, education and persistent segregation, to augment their inquiry and knowledge of the issues they were discussing.
- 6) A concluding forum *Coming Together: A Regional Conversation on Schools, Housing and Segregation*, co-sponsored with the Macalester College Department of Urban Studies, the Study Circles Resource Center and the Minnesota Public Radio Civic Journalism Initiative (described above). This event brought together community circle representatives, interested citizens and invited community leaders to achieve a metro-wide conversation and share the results of the individual community conversations.

- 7) An evaluation survey of the community circle sponsors, facilitators, reporters and participants to learn what worked well and what needs to be changed before a second round of community conversations is held. All participating circles completed the survey, and a summary report of the results has been prepared. A focus group meeting with community circle representatives will be held in the near future.
- 8) A summary report of the community circles' findings, conclusions and recommendations to be made available for public distribution in early 1998. At the conclusion of their deliberations, the community circles submitted over 100 pages of reports. The substance of these reports, along with the results of the fall town meetings at Minneapolis and Saint Paul Schools, are being synthesized and integrated into a summary report. The final document will report on the substance of the conversations, but will also include a critique of the discussions and process recommendations for a second round of discussions and action steps in 1998.
- 9) Video and audio documentation of the project, which was provided by a community circle partner, the Minneapolis Neighborhood Revitalization Project.
- 10) The project network directory, which now includes over 1,000 participants and interested citizens.

The results of the community circle conversations are already being used and have had some impact on the Twin Cities civic community:

1. The Project was a major contributor to the winter 1997 edition of Wilder Foundation's *Community Matters*. The entire issue is devoted to "Race and Community." The Project has also received media coverage by:
 - The *Star Tribune of the Twin Cities*
 - The *U.S. News & World Report*
 - Minnesota Public Radio's Midday Program and (KNOW-FM) and National Public Radio's "All Things Considered."
 - Community Radio Station KFAI in Minneapolis
 - Minneapolis Community Television Network, Channel 34
 - A radio program of the Black Leadership Forum (Yvonne Scruggs) in Washington, D.C.
 - The National League of Cities in its Local Officials Guide *Governing Diverse Communities: A Focus on Race and Ethnic Relations*
 - The national newsletter of the Study Circles Resource Center
 - Several Twin Cities-based neighborhood and suburban newspapers

We have also received a request from NBC News for coverage of the second round of conversations in 1998. Our project will also be the subject of a major display at the Minneapolis Public Library in January and February 1998.

2. Project staff and participants were invited to be contributors to two other public conversations in September 1997: The Peoples Summit, broadcast by KTCA as part

of its Block by Block television series, and the Metropolitan Initiatives Forum, cosponsored by the Center for Neighborhood Technology, several Twin Cities foundations and the Citizens League.

3. Several new community-wide discussion initiatives have begun which are inspired by or modeled after the community circle discussions we initiated. One prominent example is the dialogue and action project begun by Interfaith Action, a social justice ministry of church congregations in the greater Minneapolis area. EHEP assisted them in convening metro interfaith forums on jobs, housing, sprawl, race and poverty. Their discussion guide and "issues map" are taken directly from the Community Circles project. The chief organizers, planners and resource speakers of the Interfaith Dialogues were participants, sponsors or facilitators in the Community Circles project. Partly in response to our initiative, education and segregation issues have been added to their agenda.
4. Following completion of the first round of community circle conversations, EHEP board members and staff, and community circle partners, were invited to:
 - Make presentations to the Minnesota Minority Education Partnership at its annual conference, and the West Metropolitan Education Program (consortium of nine suburban school districts and the Minneapolis school district) at one of its quarterly board/superintendent meetings;
 - Meet with and provide input to the mediation consulting team (CMI) for the NAACP v. State of Minnesota educational adequacy law suit;
 - Participate in updating the Minnesota Milestones measures for state and metropolitan outcomes in education, housing and multicultural diversity; and
 - Develop strategies at the Metropolitan Housing Summit cosponsored by the Metropolitan Interfaith Council on Affordable Housing.

EHEP staff and board members have also participated in and helped lead discussions at various conferences focusing on housing and education issues (e.g., the DFL Education Foundation's conference on closing the income gap and the Institute on Race and Poverty's conference on overcoming spatial barriers to welfare reform).

5. EHEP has been contacted by National Days of Dialogue to help promote conversations on race relations in the Twin Cities. The National Days of Dialogue on Race Relations is a coalition effort of national organizations to encourage and highlight dialogue on race relations during the week leading up to Martin Luther King Day. We have also been contacted by the St. Paul Pioneer Press to advise and assist them in establishing a series of community discussions that that would be tied to a newspaper series they will be running on welfare reform and poverty in the Twin Cities.

6. Some of the community circles continue to meet (e.g., the Golden Valley Circle sponsored by the Black History Month Committee of the Human Rights Commission, working with the Twin West Chamber of Commerce and Hopkins School District). EHEP is also monitoring action initiatives that spring from local community circles (e.g., churches getting involved in fair housing initiatives).
7. EHEP formally supported and helped develop MICAH's proposal to HUD for a Fair Housing Initiatives Grant. In the category of "education and outreach – reducing suburban tensions," MICAH was one of only five non-profits in the nation to receive funding. EHEP will be a collaborating partner in this project, which will use theatre as a vehicle for engaging the public in the issues we care about. Other community and congregational organizing groups (e.g., St. Paul Ecumenical Action Council) are approaching us about collaboration in 1998.
8. We have also received requests from local communities (e.g., Maplewood Human Rights Commission) and academic institutions (e.g., Twin Cities area seminaries' joint course on "Solving Urban Problems" and the Higher Education Consortium for Urban Affairs' Metro Urban Studies Term program) to use our discussion guide as part of their course curricula and community education and outreach initiatives.
9. Also as a result of our accomplishments in 1997, EHEP has been invited by the Minnesota Fair Housing Center to co-sponsor and provide technical assistance and policy direction in developing a comprehensive fair housing training conference for suburban planning officials in 1998.
10. The executive director of EHEP also met with the Chair of the Metropolitan Council, Curt Johnson, to discuss how the community circle project could be assisted by and infused into the work of the Council.

Our major thrust at the close of 1997 is to plan and organize a second round of community circle conversations and forums in 1998. This round will be built on the results of the first round. The circle discussions will culminate with a Citizens Summit co-sponsored with the Minnesota Meeting and the Minnesota Public Radio Civic Journalism Initiative, and a public action agenda for 1999.

Education & Housing Equity Project

Board of Directors

12-1-98

Barbara Bearman: Small business owner; member, executive committee, Minneapolis Branch NAACP; former member, St. Louis Park Human Rights Commission and Minneapolis Civil Rights Commission; former chair, District 44 DFL Party.

Keith Hardy: Coordinator of Design Services Group, Equipment Services Division, SuperValu Corporation.

JoAnn Heryla: Southwest Area Superintendent, Minneapolis Public School District #1.

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

Dr. Josie Johnson: Senior Fellow, College of Education and Human Ecology, University of Minnesota; long-time education and civil rights leader.

Matthew Little: Member of executive committee and former president, Minneapolis Branch NAACP; long-time civil rights leader.

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

Dr. Van Mueller: Professor, Department of Educational Policy and Administration, University of Minnesota.

Rep. Myron Orfield: State Representative, District 60B (southwest Minneapolis), Minnesota House of Representatives; author of *Metropolitica: A Regional Agenda for Community and Stability*. Emily Greenwald, Legislative Assistant, serves as Representative Orfield's alternate on the board.

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

Thomas Ross: Policy Advocate, Minneapolis Urban League; currently on loan to serve on the Governor's transition team.

Dr. Luz Maria Serrano: Interim Assistant Superintendent of Accountability, Technology & Support Services, St. Paul Public School District #625.

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

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

Dr. Cris Toffolo: Assistant Professor of Political Science, University of St. Thomas.

Gloria Winans: Chair, Eden Prairie Human Rights and Diversity Commission; Communications Director, Minneapolis United Way.

EHEP 1998 ORGANIZATION BUDGET

Adopted by the Board of Directors 3-27-98

<u>Expenses</u>	<u>Base</u>	<u>Priorities</u>
Staff Salary and Wages		
Executive Director	24,000	6,000
Administrative Assistant		15,000
Payroll Taxes	2,640	2,310
Fringe Benefits		3,600
Professional/Contract Services	10,600	3,500
Transportation (Local Auto)	500	800
Staff Expenses		200
Conferences and Meetings		
Citizens Summit	8,000	
Other	1,000	500
Staff and Board Development (Training)	250	250
Educational Resources (Publications, Subscriptions, Memberships)	100	100
Fiscal Agent Fee (MICAH) (incl. rent & utilities, phone and fax lines, use of fax/printer/copier, and payroll, financial reporting and other fiscal management services; audit to be included in 1999 budget)	3,960	
Office Supplies	500	
Equipment	1,800	
Phone and Fax Service (Long Distance)	200	
E-mail Service	240	
Postage	1,500	500
Printing and copying		
Program	3,000	1,000
Non-program	250	250
Insurance	2,000	
Miscellaneous	50	
<u>TOTAL</u>	\$60,590	\$34,010 (\$94,600)

<u>Support and Revenue</u>	<u>Current</u>	<u>Committed</u>
Retained earnings (from 1997) (Minneapolis and Saint Paul Foundations)	9,931	
Otto Bremer Foundation	25,000	
Cowles Media Foundation		10,000
National Council for Community and Justice (Formerly Natl. Council of Christian and Jews)	252.50	
Norwest Mortgage-Maple Grove Branch		500
Individual Donations (Thomas Stanley)	500	
<u>TOTAL</u>	35,683.50	10,500 (46,183.50)

TOTAL PROJECTED EXPENDITURES \$60,590 (minimum) to \$94,600

TOTAL CURRENT AND COMMITTED INCOME \$46,183.50

FUND RAISING TARGET (rounded) \$14,500 (minimum) to \$48,500

Education & Housing Equity Project
Income Statement
For the Ten Months Ending October 31, 1998

	Current Month		Year to Date	
Revenues				
Foundations & Corporations	0.00	0.00	35,000.00	96.03
Individuals	0.00	0.00	752.50	2.06
Earned income	0.00	0.00	0.00	0.00
Miscellaneous	0.00	0.00	693.00	1.90
Total Revenues	<u>0.00</u>	<u>0.00</u>	<u>36,445.50</u>	<u>100.00</u>
Cost of Sales				
Total Cost of Sales	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Gross Profit	<u>0.00</u>	<u>0.00</u>	<u>36,445.50</u>	<u>100.00</u>
Expenses				
Wages	0.00	0.00	18,227.74	50.01
Payroll taxes	0.00	0.00	2,393.54	6.57
Fringe Benefits	0.00	0.00	0.00	0.00
Professional Services	2,151.80	0.00	7,199.80	19.75
Local Auto	0.00	0.00	239.49	0.66
Staff Expense	0.00	0.00	4.73	0.01
Staff Development	0.00	0.00	714.00	1.96
Educational Resources	0.00	0.00	105.95	0.29
Fiscal Agent fees	0.00	0.00	2,760.00	7.57
Office Supplies	0.00	0.00	237.21	0.65
Equipment	0.00	0.00	1,803.00	4.95
Postage	0.00	0.00	358.87	0.98
Conferences & Meetings	0.00	0.00	293.78	0.81
Printing	0.00	0.00	945.07	2.59
Telephone	0.00	0.00	168.87	0.46
Insurance	0.00	0.00	0.00	0.00
Miscellaneous	0.00	0.00	57.95	0.16
Total Expenses	<u>2,151.80</u>	<u>0.00</u>	<u>35,510.00</u>	<u>97.43</u>
Net Income	<u>\$ <2,151.80></u>	<u>0.00</u>	<u>\$ 935.50</u>	<u>2.57</u>

For Management Purposes Only

Education & Housing Equity Project Balance Sheet
October 31, 1998

ASSETS

Current Assets		
Cash in Checking	\$	<u>11,232.92</u>
Total Current Assets		11,232.92
Property and Equipment		<u> </u>
Total Property and Equipment		0.00
Other Assets		<u> </u>
Total Other Assets		<u>0.00</u>
Total Assets	\$	<u><u>11,232.92</u></u>

LIABILITIES AND CAPITAL

Current Liabilities		
Payroll taxes payable	\$	<u>965.81</u>
Total Current Liabilities		965.81
Long-Term Liabilities		<u> </u>
Total Long-Term Liabilities		<u>0.00</u>
Total Liabilities		965.81
Net Assets		
Retained Earnings		9,331.61
Net Income		<u>935.50</u>
Total Net Assets		<u>10,267.11</u>
Total Liabilities & Net Assets	\$	<u><u>11,232.92</u></u>