



Education and Housing Equity Project Records.

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Minnesota Common Report Form Cover Sheet

Date of Report: _____
Report Submitted to: THE BUSH FOUNDATION

Organization Information

Name of organization _____ Legal name, if different _____
Address _____ Employer Identification Number (EIN) _____
City, State, Zip _____
Phone _____ Fax _____ Web site _____
Contact person _____ Phone _____ E-mail _____

Grant Information

Grant ID, if applicable: _____
Amount and support type: _____ Date grant issued: _____
2-3 sentence description of grant:

Check One:

Interim Report	<input type="checkbox"/>	Final Report	<input type="checkbox"/>
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You may download this form at
http://www.bushfoundation.org/apply/Gen_grant_info.htm (select
“Suggested Reporting Format”).

Minnesota Common Report Form

Report Narrative

1. Please briefly outline your original goals and objectives, as stated in your proposal.
2. What progress have you made toward your original goals and objectives? What activities led to meeting these goals and objectives?
3. If applicable, describe the population served or community reached during the grant period. Use numbers and demographics such as race/ethnicity, gender or geographic location.
4. Were there any unanticipated results, either positive or negative? What did you learn because of this grant?
5. Will you make any changes based on these results?
6. *(for program/project grants only)* What are your future plans for sustaining this program or project?
7. Are there any other important outcomes as a result of this grant?
8. Do you have any plans to share your results or findings? How?

Financials

1. Please attach an income and expense statement for this grant period. Also, include your original budget. A side-by-side comparison with differences noted is most helpful.
2. If this is an interim report, please attach a statement including income and expenses for grant period *to date*. If this is a final report, please attach a statement including *actual* income and expenses for the entire grant period.
3. Capital grant recipients should update Tables I and II (sources and uses of funds) from their original application.
4. Please feel free to include a narrative for any of your expenses and income, if necessary.
5. *(for program/project grants only)* Please include a list of additional funders, including amounts received for this project or program.



Bush Foundation

East 900 332 St. Paul, Tel: 651-227-0891
First National Minnesota Minnesota Fax: 651-297-6485
Bank Building Street 55101

July 1, 2003

Mr. Dick Little
Executive Director
Education and Housing Equity Project
264 Vincent Avenue North
Minneapolis, MN 55405

Dear Mr. Little:

A review of our records indicates that we have not received scheduled reports for a Bush Foundation grant to Education and Housing Equity Project.

The grant and any missing reports are described below:

Grant Number: 6663
Grant Amount: \$10,000
Grant Dates: 11/1/1996 - 3/31/1997
Purpose: for study circles on the relationship between housing segregation and education

Due Date	Report Description	
6/30/1997	Final Financial Report	Previously had an Augsburg address which generated returned mail for Dick Little.
6/30/1997	Final Project Report	

A copy of the Minnesota Common Report Form is attached. Please consider using this format to report back to us. Submitting any past due reports will help bring our grant files up to date and will avoid delayed disbursement of any future grant payments.

We look forward to hearing about your program. As always, please call with any questions.

Sincerely,

Kelly M. Kleppe
Grants Manager



Bush Foundation

East 900 332 St. Paul, Tel: 651-227-0891
First National Minnesota Minnesota Fax: 651-297-6485
Bank Building Street 55101

May 17, 1999

Mr. Matthew Little, President
Education and Housing Equity Project
122 West Franklin Avenue, Suite 320
Minneapolis, MN 55404

Dear Mr. Little:

A review of our files indicates that we have not received scheduled reports for a Bush Foundation grant to Education and Housing Equity Project.

The grant and any missing reports are described below:

Grant:	No: 6663	Amount:	\$10,000
Awarded:	October 22, 1996		
Duration:	November 1, 1996 through March 31, 1997		
Purpose:	For study circles on the relationship between housing segregation and education.		

<u>Report(s) Due</u>	<u>Date(s) Due</u>
Final Financial	June 30, 1997
Final Project	June 30, 1997

Among the questions which concern us are: What has this grant accomplished? Could this project have been accomplished without Bush funds, or with a smaller grant? In what important respects did the apparent results of this grant differ from those predicted in the original proposal?

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Will you please send us any past due reports so that we may bring our grant files up to date. **Failure to comply with the reporting requirements under the terms of the Agreement of Donee could delay disbursement of any future grant payments.** Please call or write if you have any questions about our grant reporting requirements.

Sincerely,

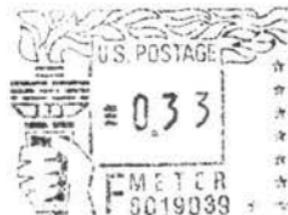
Connie Thompson

Connie S. Thompson
Chief Financial Officer

CST:jh

East 900 332 St. Paul,
First National Minnesota Minnesota
Bank Building Street 55101

Address Service Requested

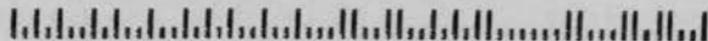


Bush Foundation

Mr. Matthew Little, President
Education and Housing Equity Project
122 West Franklin Avenue, Suite 320
Minneapolis, MN 55404

EDUC122 334043080 1448 MAIL 05/10/99
FORM 3547
: EDUCATION HOUSING EQUITY PROJECT EHE
2211 RIVERSIDE AVE #185
MINNEAPOLIS MN 55454-1350

55404-2432 10



EDUCATION & HOUSING EQUITY PROJECT

**122 West Franklin Avenue, #310
Minneapolis, Minnesota 55404
(612) 871-2519 / FAX: (612) 871-8984
e-mail: micah@mtn.org**

Connie S. Thompson
Chief Financial Officer
The Bush Foundation
E-900 First National Bank Building
332 Minnesota Street
Saint Paul, Minnesota 55101-1387

RE: Final Financial & Final Project
Reports

Dear Ms. Thompson:

Please find enclosed the Final Financial and Final Project Reports per your recent request regarding the Bush Foundation grant to the Education and Housing Equity Project for the Community Circle Collaborative. A Bush Foundation grant of \$10,000 was received for the purpose of establishing "study circles on the relationship between housing segregation and education". The grant No. 6663 was awarded on October 22, 1996 and was to cover costs of implementation of the Community Circle project from November 1, 1996 through March 31, 1997.

We anticipate that the enclosed reports will explain and demonstrate:

- What has this grant accomplished?
- Could this project have been accomplished without Bush funds?
- Could this project have been accomplished with a smaller grant?
- In what important respects did the apparent results of this grant differ from those predicted in the original proposal?
- How were Bush funds spent?
- What future plans and recommendations have resulted from this project?

Thank you for your attention to these matters and if we can provide any further information or clarification of the Community Circle project and its impact, please do not hesitate to contact our office.

Sincerely,

Matthew Little
President

Dick Little
Executive Director

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THE BUSH FOUNDATION FINAL PROJECT REPORT

February, 1998

Proposal Summary:

This request solicited support for the Community Circle Collaborative (CCC), a collaborative, metro-wide dialogue project that focused on two basic questions:

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

The project included the formation of additional partnerships to expand the Collaborative, the development of a Discussion Guide, the coordination of 25 diverse, metro-wide community circles, a Kick-Off event and follow-up Conference, facilitator training, and evaluation and reporting.

The project served the seven county metropolitan area. A minimum of 25 community circles were convened throughout the metropolitan area. Each community circle included 5-20 participants which involved over 350 people in this dialogue. Community circle participants represented economically and racially diverse segments of the Twin Cities population. In addition, community circle participants represented a diversity of ethnicity, politics, perspectives, age, etc.

Major Accomplishments and Impact:

- 1) November 1996 - March 1997. **Additional funding** was sought and received for the Community Circle project from The Minneapolis Foundation, The St. Paul Foundation, Cowles Media Foundation, General Mills Foundation and The Greater Minneapolis Council of Churches.
- 2) December 1996. A **sponsor kick-off event** (*Beyond Busing: A Metro wide Dialogue on the Challenges of Education and Housing Segregation*) was held 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. 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.

3) January 1997. A **newsletter** "*Beyond Busing*" was published 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.

4) February 1997. **Facilitator training workshops** were held at Augsburg College. Approximately 85 people with backgrounds or experience in facilitating small groups were recruited and received training on the issues to be addressed and process to be used in the Community Circles discussion. 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.

5) December, 1996 - May 1997. 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* (see attached) resulted in this document's publication in May 1997. In preparation of the discussion guide, the Collaborative was assisted by a CURA-funded graduate intern from the Humphrey Institute of Public Affairs, and by noted journalist, editorial writer and playwright, Syl Jones.

6) March, 1997. 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 provided **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.

7) February - May, 1997. **Video and audio documentation** on the Community Circle project was provided by a Community Circle partner, the Minneapolis Neighborhood Revitalization Project.

8) March - June, 1997. Twenty-five **Community Circles** were convened throughout the metropolitan area to discuss the two basic questions:

- a) "What are the impacts of existing patterns of residential, economic and racial segregation on the educational opportunities of Twin Cities area children and families?"
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Each Community Circle was composed of between 5-20 participants, which totaled over 350 participants meeting between three and six times for approximately two hours each time. These circles were sponsored by a wide variety of community, civic and religious organizations. Community Circles were convened in both the central city as well as in suburban and outlying communities. Approximately 25% of the 350 participants were people of color.

9) May 1997. A **Metropolitan Citizens Forum** (*Coming Together: A Regional Conversation on Schools, Housing and Segregation*) was co-sponsored with the Macalester College Department of Urban Studies, the Study Circles Resource Center and the Minnesota Public Radio Civic Journalism Initiative. The Forum was held at Macalester Chapel and moderated by George Latimer and Vivian Jenkins Nelsen, two noted facilitators and leaders on issues of race relations and segregation. 125 citizens and public community leaders attended, including representatives of Community Circles who shared the results of their Circle deliberations. This Forum 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.

10) June - July 1997. An **evaluation survey** of the Community Circle sponsors, facilitators, reporters and participants was developed, distributed, and analyzed to learn what worked well and what needed to be changed before a second round of Community Circle conversations were held. All participating Community Circles completed the survey, and a summary report of the results was prepared and distributed to the respondents (see attached).

The Impact of The Bush Foundation Grant:

The above chronology enumerates the specific accomplishments of the Community Circle Collaborative project over the months determined in the grant request. The Community Circle project could not have been accomplished without The Bush Foundation grant funds. In fact, this grant served as the catalyst and means for seeking and obtaining additional funds to ensure the planning and implementation of the project as specified in the grant proposal. The Bush Foundation grant served as the fiscal "keystone" for this project and the consequent results and future recommended actions.

The results of the Community Circle project exceeded the projections specified in the grant proposal as regards both the number of Community Circles established and the total number of participants, facilitators, and sponsors. The time line was adjusted somewhat with approximately a two month lag time as the result of solidifying additional funding sources and developing quality resource materials and maintaining a resolute adherence to the philosophy and process of participatory deliberation in the Community Circles. The Community Circles were given a general set of guidelines with a great deal of latitude on how each group and session might be conducted. Thus the program coordinators were required to provide sufficient time for all participating Community Circles to be convened, determine operational processes, engage in productive inquiry and deliberation, and then "harvest" the group consensus and report the deliberative results and recommendations.

The Bush Foundation grant funds were spent to:

- a) sponsor and coordinate the kick-off event
- b) prepare informational materials for sponsors, facilitators, and participants
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- f) provide for video/audio documentation of the project
- g) convene and coordinate 25 Community Circles
- h) develop evaluation survey & summarize future recommendations for the project

Specific budgetary allocations are summarized in the Final Financial Report (see enclosed).

Continued Results and Recommendations:

The Community Circle Project resulted in the preparation and production of a project network Directory which now includes over 1,000 participants and interested citizens, along with addresses, telephone numbers, and organizational affiliations if applicable.

The Community Circle Project has received extensive media coverage both locally and nationally.

Community Circle participants and staff have been invited as contributors to related community dialogues sponsored by several Twin Cities foundations and the Citizen's League.

Several new community-wide discussion initiatives have begun as the result of the inspiration and model provided by the Community Circle project.

A completed report of the results and recommendations of the first round of Community Circle discussions is being prepared for publication and distribution.

The results and survey analysis will be evaluated by various advisory focus groups.

It is anticipated that a second round of Community Circle discussions will be replicated in the Fall of 1998 with a broader participant base and a more focused deliberative process.

Another community-wide Citizens Summit co-sponsored with the Minnesota Meeting and the Minnesota Public Radio Civic Journalism Initiative will be held at the conclusion of the second round of Community Circle discussions. A report will be developed of specific actions and recommendations to be implemented as part of a "public action agenda" on both a state legislative as well as local planning level.

EDUCATION & HOUSING EQUITY PROJECT

122 West Franklin Avenue, #310
Minneapolis, Minnesota 55404
(612) 871-2519 / FAX: (612) 871-8984
e-mail: micah@mtn.org

Connie S. Thompson
Chief Financial Officer
The Bush Foundation
E-900 First National Bank Building
332 Minnesota Street
Saint Paul, Minnesota 55101-1387

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Dick Little
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THE BUSH FOUNDATION

E-900 FIRST NATIONAL BANK BUILDING
332 MINNESOTA STREET
SAINT PAUL, MINNESOTA 55101-1387

(612) 227-0891
FAX (612) 297-6485

January 14, 1998

Mr. Matthew Little, President
Education and Housing Equity Project
122 West Franklin Avenue, Suite 320
Minneapolis, MN 55404

Dear Mr. Little:

A review of our files indicates that we have not received scheduled reports for a Bush Foundation grant to Education and Housing Equity Project.

The grant and any missing reports are described below:

Grant: No: 6663 Amount: \$10,000
Awarded: October 22, 1996
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Report(s) Due

Date(s) Due

Final Financial

June 30, 1997

Final Project

June 30, 1997

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Will you please send us any past due reports so that we may bring our grant files up to date. Please call or write if you have any questions about our grant reporting requirements.

Sincerely,



Connie S. Thompson
Chief Financial Officer

CST:jh

THE BUSH FOUNDATION

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332 MINNESOTA STREET

SAINT PAUL, MINNESOTA 55101-1387



Mr. Matthew Little, President
Education and Housing Equity Project
122 West Franklin Avenue, Suite 320
Minneapolis, MN 55404

33404-2432 13



THE BUSH FOUNDATION

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332 MINNESOTA STREET
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August 14, 1997

Mr. Matthew Little, President
Education and Housing Equity Project
122 West Franklin Avenue, Suite 320
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Sincerely,

Connie S. Thompson
Connie S. Thompson
Chief Financial Officer

CST:jh

Program Grant Proposals

A clear, concise description of the project or activity, why it is important to undertake, and what it may be expected to achieve.

Applicants should specify the date when payment of funds is desired from the Foundation, and in what amount. If more than one payment is requested under the grant, a suggested schedule of payments should be provided.

A statement of other possible sources of support, public or private, that have been or will be solicited for support of the project *(Include any grants or pledges already received, and significant financial or in-kind support to be provided by the applicant organization.)*

A detailed income and expense program or project budget showing where the income is expected to come from, how the requested funds would be spent, and during what time periods. The income projection should include income line items showing the amounts and timing of support sought from Bush and from other sources, and should make clear how the major elements of income and expense were estimated. The income projection also should distinguish between support already pledged or received and support which is being sought but is not yet committed. If the project or activity is to be continued after the period for which support has been requested, the budget should show how continuation of the project is to be financed. This explanation may be illustrated in a multi-year income and expense projection for the program or activity which extends one year beyond the last year for which Bush support is requested. Appendix II on page 18 is a sample grant proposal budget.

The procedure and criteria by which effectiveness of the grant should be judged after the grant funds have been expended.

Grants for Research and Demonstration Projects

For demonstration projects and research studies, it is helpful to include a description of similar work carried out by other agencies, along with an estimate of the significance of this prior work to the proposed project.

The Foundation has been extremely selective in approving grants for research of all kinds. Proposals for research should be written so that the project and its importance may be understood by nonspecialists, and also so that the specific work plan may be understood and reviewed by consultants in the specific discipline involved.

Capital Grant Proposals

See Appendix III on page 20 for general guidelines for capital grants. These guidelines, however, are not the ones to use for capital grants to private colleges and universities. College and university applicants should request from the Foundation office special guidelines for matching capital grants for regional and for historically black private colleges.

Post-It™ brand fax transmittal memo 7671		# of pages ▶ 2
To	Dick Little	From Bush Fdn.
Co.		Co.
Dept.		Phone # 227-0891
Fax # 813-4501		Fax # 297-6485



GRANT PROPOSALS

Form of Presentation

Proposals vary widely as to purpose and, therefore, as to the documentation needed for fair consideration. Plans which have been worked out thoughtfully and described concisely are always welcomed. Expensive brochures and extra packaging generally seem wasteful. All applications for grants must be submitted in writing. *Two copies* of the proposal and all of its attachments are requested. There is no special form for applying for a grant.

Contents of Grant Proposals

The basic required information needed to constitute a complete proposal and to evaluate every proposal is summarized below. Each of the following pieces of information is needed for all types of proposals in order for the Foundation to complete its review of the proposal. The applicant may present this information in whatever form or order seems most appropriate. Brief comments on each of the items listed below is acceptable. The Bush staff is happy to answer questions about preparing an application.

The Applicant Organization

Name and address of the tax-exempt organization which, if a grant is approved, will be the recipient of the grant or funds.

Appropriate evidence of the applicant organization's tax-exempt status, including:

- *A copy of the organization's most recent tax-exempt ruling from the Internal Revenue Service to the applicant, or to a parent organization of the applicant, recognizing its exempt status under Section 501(c)(3) of the Internal Revenue Code.*
- *A copy of the applicant's classification by the IRS as "a private foundation," "a private operating foundation," or "not a private foundation."*
- *A current declaration signed by an officer of the applicant organization that it has not received notice of any adverse action*

by the Internal Revenue Service with respect to its exempt status or its classification. Organizations, such as governmental organizations, which are not required to have Internal Revenue Service determination letters should provide a copy of their statutory authorization. The declaration of no adverse Internal Revenue Service action must always be submitted by all applicants.

Position or relationship of the person signing the application to the applicant organization. If the request comes from a department or individual in an organization, the request should also be endorsed by the administrative head of the organization. If possible, the endorsement also should comment upon the relative priority of the request compared with other needs which The Bush Foundation might be asked to support.

The name(s) and qualifications of the person(s) who would administer the grant.

The names and primary professional affiliations of the organization's directors or trustees.

A brief description of the applicant organization. This should include a summary of its background, purpose, and experience in the area for which funds are requested.

Financial information about the organization including: (a) if available, an audited balance sheet and income and expense statement for the organization's previous fiscal year, and (b) operating income and expense budgets in a multi-year format for the organization's immediate past year, current year, and for one or more future fiscal years. Income and expense budget projections should include line items for major expense categories and for sources of support. Include with the projections the main assumptions (inflation rates, program growth, etc.) used to construct such a document. Appendix I on page 17 contains a sample multi-year income and expense projection which illustrates the kinds of information and format desired in proposal budgets.

EDUCATION & HOUSING EQUITY PROJECT

**122 West Franklin Avenue, #310
Minneapolis, Minnesota 55404
(612) 871-2519 / FAX: (612) 871-8984
e-mail: micah@mtn.org**

Connie S. Thompson
Chief Financial Officer
The Bush Foundation
E-900 First National Bank Building
332 Minnesota Street
Saint Paul, Minnesota 55101-1387

RE: Final Financial & Final Project
Reports

Dear Ms. Thompson:

Please find enclosed the Final Financial and Final Project Reports per your recent request regarding the Bush Foundation grant to the Education and Housing Equity Project for the Community Circle Collaborative. A Bush Foundation grant of \$10,000 was received for the purpose of establishing "study circles on the relationship between housing segregation and education". The grant No. 6663 was awarded on October 22, 1996 and was to cover costs of implementation of the Community Circle project from November 1, 1996 through March 31, 1997.

We anticipate that the enclosed reports will explain and demonstrate:

- What has this grant accomplished?
- Could this project have been accomplished without Bush funds?
- Could this project have been accomplished with a smaller grant?
- In what important respects did the apparent results of this grant differ from those predicted in the original proposal?
- How were Bush funds spent?
- What future plans and recommendations have resulted from this project?

Thank you for your attention to these matters and if we can provide any further information or clarification of the Community Circle project and its impact, please do not hesitate to contact our office.

Sincerely,

Matthew Little
President

Dick Little
Executive Director

EDUCATION & HOUSING EQUITY PROJECT

**122 West Franklin Avenue, #310
Minneapolis, Minnesota 55404
(612) 871-2519 / FAX: (612) 871-8984
e-mail: micah@mtn.org**

THE BUSH FOUNDATION FINAL PROJECT REPORT

February, 1998

Proposal Summary:

This request solicited support for the Community Circle Collaborative (CCC), a collaborative, metro-wide dialogue project that focused on two basic questions:

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

The project included the formation of additional partnerships to expand the Collaborative, the development of a Discussion Guide, the coordination of 25 diverse, metro-wide community circles, a Kick-Off event and follow-up Conference, facilitator training, and evaluation and reporting.

The project served the seven county metropolitan area. A minimum of 25 community circles were convened throughout the metropolitan area. Each community circle included 5-20 participants which involved over 350 people in this dialogue. Community circle participants represented economically and racially diverse segments of the Twin Cities population. In addition, community circle participants represented a diversity of ethnicity, politics, perspectives, age, etc.

Major Accomplishments and Impact:

EDUCATION & HOUSING EQUITY PROJECT

**122 West Franklin Avenue, #310
Minneapolis, Minnesota 55404
(612) 871-2519 / FAX: (612) 871-8984
e-mail: micah@mtn.org**

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- 1) "What are the impacts of existing patterns of residential, economic and racial segregation on the educational opportunities of Twin Cities area children and families?"
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The project served the seven county metropolitan area. A minimum of 25 community circles were convened throughout the metropolitan area. Each community circle included 5-20 participants which involved over 350 people in this dialogue. Community circle participants represented economically and racially diverse segments of the Twin Cities population. In addition, community circle participants represented a diversity of ethnicity, politics, perspectives, age, etc.

Major Accomplishments and Impact:

THE BUSH FOUNDATION

E-900 FIRST NATIONAL BANK BUILDING
332 MINNESOTA STREET
SAINT PAUL, MINNESOTA 55101-1387

(612) 227-0891
FAX (612) 297-6485

October 24, 1996

Mr. Matt Little, President
Education and Housing Equity Project
122 West Franklin Avenue, Suite 320
Minneapolis, MN 55404

Dear Mr. Little:

I am pleased to tell you that at its recent meeting, the Board of Directors of The Bush Foundation adopted a resolution providing for the payment to Education and Housing Equity Project the total sum of \$10,000 for study circles on the relationship between housing segregation and education.

The resolution provided further that the grant is contingent upon Education and Housing Equity Project receiving its federal non-profit tax exempt status, or 501(c)3, submitting a list of current board members, and a copy of articles and bylaws.

The period for which these funds are granted extends from November 1, 1996 to March 31, 1997. Payment will be made when the contingency is met.

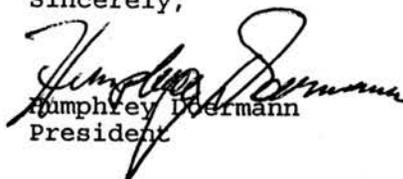
*Report
Due
6/30/97*

This grant and notice of approval are subject to your performance of the terms and conditions as outlined in the attached copy of "AGREEMENT OF DONEE." Grant funds may be spent only for the purposes granted. Uncommitted funds at the end of the grant period must be returned to the Foundation unless other arrangements have been proposed beforehand and approved formally by the Foundation's Board of Directors.

The Bush Foundation will expect to receive from you an acknowledgment of your acceptance of this grant and of the conditions prior to disbursement of funds.

We wish you well in your program.

Sincerely,


Humphrey L. Germain
President

HD:CE:jh#6663
Enc.

Submitted w/ MICAH
proposal
6/28/96

EDUCATION & HOUSING EQUITY PROJECT

June 27, 1996

The Bush Foundation
E-900 First National Bank Building
332 Minnesota Street
Saint Paul MN 55101

Dear Sir or Madam:

We enclose for your consideration a grant proposal for the Community Circle Collaborative, a study circle and dialogue project being undertaken by a broad collaborative of organizations and individuals throughout the Twin Cities metro area.

We enclose the following materials as part of this submission:

- (1) The *Minnesota Common Grant Application* cover sheet and narrative;
- (2) A copy of our Program Sponsor's most recent tax-exempt ruling from the IRS;
- (3) A current declaration from our Program Sponsor that it has not received notice of any adverse action by the IRS with respect to its tax-exempt status;
- (4) A detailed income and expense budget for the project (including other possible sources of support);
- (5) A list of the people who would be responsible for administering the grant and project;
- (6) A list of the Program Sponsor's directors and their professional affiliations; and
- (7) An audited balance sheet and income and expense statement for the Program Sponsor's previous fiscal year, and its operating budget for the current fiscal year.

Thank you very much for your consideration. If you have any questions or comments, please call Darcy Seaver at 871-8980.

Sincerely,



Darcy Seaver, Coordinating Partner of the
Community Circle Collaborative



Mike Anderson, MICAH Director
(for the Program Sponsor)

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 June 27, 1996
Adath Jeshurun Congregation

Rev. Lois Vetvick - Vice-President
United Church of Christ

Caren Dewar - Secretary The Bush Foundation
Ackerberg Group E-900 First National Bank Building
Sue Watlov-Phillips - Treasurer 332 Minnesota Street
Elim Transitional Housing Saint Paul MN 55101

Joseph Errigo
Commonbond Communities

Thomas Fulton
Family Housing Fund of
Minneapolis and St. Paul

Cynthia Jones

Dick Little
InterRace

Rev. Dick Lundy

Rev. David McCauley
Minn. Catholic Conference

Carolyn Olson
Greater Mpls. Metropolitan
Housing Corporation

Rev. Donald Rudrud
Evangelical Lutheran Church
In America - Minneapolis Synod

Judy Traub
Adath Jeshurun Congregation

Rev. Arthur Tredwell
Exodus Development Company

Joanne Tromiczak-Neid
Sisters of St. Joseph

Rev. Steve Van Kuiken
Presbyterian Church of the Apostles

Carol Wirtschafter
Jewish Community Relations
Council

Rabbi Martin Zinkow
Mt. Zion Temple

Staff
Mike Anderson
Executive Director

The Bush Foundation
E-900 First National Bank Building
332 Minnesota Street
Saint Paul MN 55101

Dear Sir or Madam:

As required by your grant proposal guidelines, this is to declare that the Metropolitan Interfaith Council on Affordable Housing (MICAHA) has not received notice of any adverse action by the Internal Revenue Service with respect to its exempt status or its classification.

Sincerely,

Mike Anderson
Executive Director

Minnesota Common Grant Application Form

BUDGET

Check which budget(s) are included: x Organization Budget Project Budget

Budget for the period: October 1, 1996 to December 31, 1998

INCOME			
Source Support	<u>10/1/96-12/1/96</u>	<u>1997</u>	<u>1998</u>
Government grants & contracts	\$0	\$0	\$0
Foundations	\$5,000	\$108,000	\$96,000
Otto Bremer Foundation	\$0	\$25,000	\$25,000
Bush Foundation	\$3,000	\$10,000	\$10,000
Grotto Foundation	\$2,000	\$5,000	\$5,000
Headwaters Fund	\$0	\$3,000	\$1,000
Joyce Foundation	\$0	\$10,000	\$10,000
McKnight Foundation	\$0	\$25,000	\$25,000
Charles Mott Foundation	\$0	\$10,000	\$10,000
Phillips Foundation	\$0	\$5,000	\$5,000
St. Paul Companies Foundation		\$10,000	\$0
James R. Thorpe Foundation		\$5,000	\$5,000
Corporations	\$0	\$0	\$0
United Way or other federated campaigns	\$0	\$0	\$0
Individual contributions	\$0	\$1,275	\$2,775
Fundraising events & products	\$0	\$1,000	\$2,000
Membership income	\$0	\$0	\$0
In-kind support		\$1,000	\$1,000
Rent	\$500		
Revenue			
Earned Income	\$0	\$0	\$0
Total Income	\$5,500	\$111,275	\$101,775

EXPENSE			
Item	<u>10/1/96-12/1/96</u>	<u>1997</u>	<u>1998</u>
Salaries & wages			
Coordinator	\$4,500 (.625 FTE)	\$35,000	\$35,000
Office Manager	\$0	\$12,500 (.50 FTE)	\$12,500 (.50 FTE)
Subtotal	\$4,500	\$47,500	\$47,500
Insurance benefits & other related taxes	\$0	\$11,875	\$11,875
Consultants & professional fees	\$0	\$30,000	\$30,000
Travel	\$0	\$800	\$800
Office Equipment	\$0	\$10,000	\$500
Supplies	\$200	\$1,500	\$1,500
Printing & copying	\$500	\$2,000	\$2,000
Telephone & fax	\$0	\$600	\$600
Postage & delivery	\$200	\$1,500	\$1,500
Rent & utilities	\$0	\$2,500	\$2,500
Other (specify)			
Conferences/ Meetings	\$100	\$3,000	\$3,000
Total Expense	\$5,500	\$111,275	\$101,775
Difference (Income less expense)	\$0	\$0	\$0

From Fred

C. EVALUATION

1. How will you measure the effectiveness of your activities.

Through the cooperation of the collaborative partners and the community circle participants.

to assure the success of the project, the following methods will be used to evaluate the project:

- * A questionnaire survey of community circle participants and organizations involved
- * Documenting and collating the circle meeting discussions
- * Interviewing the constituency base for the climate of their areas pertaining to education and housing and how the community circle process gives voice to the community.
- * Monitoring action as a result of the community circle discussions
- * The attendance of community members in each study circle

2. Your criteria (measure, if possible) for a successful program and the results you expect to achieve by the end of the funding period.

- * Recruiting and training a core group of non-traditional facilitators to achieve the grassroots effort of this project
- * Recording the community constituency voice by developing video tapes of the study circle discussions and testimonies of community members in written form to present to policy makers in the State of Minnesota.
- * Outlying the metropolitan areas most effected by fair and affordable housing and quality of education through the constituency voice.

3. Who will be involved in evaluating this work.

- * The community constituents
- * The community collaborative partners

4. How will evaluations be used.

- * Presenting information obtained from the study circles to the media , policy making bodies and to the general public through community newsletters.
- * Working with the non-traditional facilitators to develop a study guide for future use.
- * The information from the study circles can be used by school districts, municipalities, human service agencies, human rights commissions, governmental units, state departments such as the Department of Families, Children and Learning, city hosing authorities, advocacy groups, tenant unions, the

Minnesota Common Grant Application Form

COVER SHEET

Date of application: 6/27/96

ORGANIZATION INFORMATION

Community Circle Collaborative (through its Program Sponsor: Metropolitan Interfaith Council on Affordable Housing)

Legal Name of Organization

122 West Franklin Avenue, Suite 320

Address

Minneapolis, MN 55404

(612) 871-8980

(612) 871-8984

City, State, Zip

Telephone

FAX

Individuals Responsible:

Michael Anderson

Director, MICAH

(612) 871-8980

Name of top paid staff

Title

Direct dial Phone #

Darcy Seaver Co-Coordinator, Education & Housing Equity Project

(612) 871-8980

Contact person (if different from top paid staff)

Title

Direct dial Phone #

Organization Description: (2-3 sentences)

The Community Circle Collaborative (CCC) is a collaborative of numerous organizations and individuals formed specifically to organize a metro-wide dialogue project in which at least 200 people from all walks of life will join together – 5-15 at a time – in "community circles" held throughout the Twin Cities metropolitan area to discuss the question: "How does racial and economic segregation of housing affect educational achievement and opportunities?" The CCC was initiated in the Fall of 1995 by a coalition of community-based organizations, public staff, and individuals working in a variety of fields, including anti-racism, housing, education, religious advocacy, law, and social research.

The Project Sponsor (and fiscal agent) is the Metropolitan Interfaith Council on Affordable Housing (MICAH). MICAH was founded in 1989 by a group of religious leaders, housing advocates, and low income housing developers. It is now a coalition of over 100 Protestant, Catholic, and Jewish congregations and housing organizations dedicated to the vision that every Minnesotan should have a decent, safe, and affordable place to live.

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

If no, is your organization a public agency, unit of government:

or religious institution: YES X NO

If no, name of fiscal agent (fiscal sponsor) Metropolitan Interfaith Council on Affordable Housing

AMOUNT AND TYPE OF SUPPORT REQUESTED

The dollar amount being requested: \$10,000.00

Funds are being requested for (make sure the funder provides the type of support you are requesting, then check the appropriate line).

 general operating support capital Other: _____
 X project support endowment
 start-up costs technical assistance

If project, give project duration 5 Month 1996 Year to 4 Month 1997 Year

If operating support, fiscal year: Month Year to Month Year

BUDGET

Total annual organization budget (MICAH): \$ 228,877.00
Total project budget (for support other than general operating). \$ 69,850.00

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): The Community Circle Collaborative

Please give a 2-3 sentence summary of the request:

This request solicits support for the Community Circle Collaborative (CCC), a collaborative, metro-wide dialogue project for Fall 1996 that will focus on the question: "How does racial and economic segregation of housing affect educational achievement and opportunities?" The project will include the formation of additional partnerships to expand the Collaborative, the development of a *Discussion Guide*, the coordination of 20 diverse, metro-wide community circles, a Kick-Off Event and follow-up Conference, facilitator training, and evaluation and reporting.

Geographic area served:

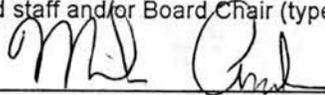
Seven county metropolitan area

Population served:

A minimum of 20 community circles will be convened throughout the metropolitan area. Each community circle will include 5-15 members who represent economically and racially diverse segments of the Twin Cities population. In addition community circle participants will represent a diversity of ethnicity, politics, perspectives, age, etc.

AUTHORIZATION

Name of top paid staff and/or Board Chair (type): Michael Anderson (for Program Sponsor MICAH)

Signature: 

Minnesota Common Grant Application Form

PROPOSAL NARRATIVE

A. ORGANIZATIONAL INFORMATION

1. Organization History

The **Community Circle Collaborative (CCC)** was initiated in the Fall of 1995 by a coalition of community-based organizations, public staff, and individuals working in a variety of fields, including anti-racism, housing, education, religious advocacy, law, and social research. The project was initiated among members of the Minneapolis Initiative Against Racism's (MIAR) Education Task Force. The MIAR Education Task Force consists of numerous community organizations and individuals seeking to address the problem of racism in schools. The CCC is an opportunity for those interests and other organizations and individuals to work together and build understanding about these fundamentally interconnected issues that affect all people in the Twin Cities metropolitan area.

The Community Circle Collaborative is a one-time collaborative project that may result in future joint work on the issues of housing, education, and employment in the metropolitan area.

The **Program Sponsor** is the Metropolitan Interfaith Council on Affordable Housing (MICAHA). MICAHA was founded in 1989 by a group of religious leaders, housing advocates, and low income housing developers. It is now a coalition of over 100 Protestant, Catholic, and Jewish congregations and housing organizations dedicated to the vision that every Minnesotan should have a decent, safe, and affordable place to live.

The CCC is a project independent from MICAHA's normal operations; MICAHA's role in the project will be limited to acting as Program Sponsor (including serving as the fiscal agent). In addition, MICAHA has agreed to participate as one of the collaborative's many "Sponsor" partners (as described below, "Sponsors" are organizations that will help recruit circle participants, coordinate the schedule and location of the circles, and help publicize the project).

2. Organization Mission and Goals

The Community Circle Collaborative is a one-time joint project that seeks to bring at least 200 people from all walks of life to join together – 5-15 at a time – in "community circles" to study and discuss the question: "How does racial and economic segregation of housing affect educational achievement and life opportunities?" The partners that make up the CCC are coming together with a shared belief in the need for civil, informed, democratic dialogue and collective analysis – across all racial, economic, political, and regional 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 undertaken with great success in a number of communities around the country (see the attached information from the Study Circle Resource Center).

The mission of the Program Sponsor – MICAHA – is to move congregations and people of faith from awareness to action and from charity to justice in response to the housing crisis. MICAHA pursues its mission through a three-fold strategy of education, service, and advocacy.

3. Current programs, activities, service statistics, and strengths/accomplishments of organization

The Community Circle Collaborative has come together specifically for one program: a metro-wide dialogue project for the Fall of 1996. The CCC will organize at least 20 diverse "community circles" throughout the metropolitan region, book-ended by a Kick-Off Event and a community-wide Conference. This project will require: (1) building the Collaborative to include a broad a group as possible, including

Community Circle Collaborative

organizations, public institutions, and individuals from throughout the metropolitan region, (2) promoting and publicizing the project, (3) preparing a *Discussion Guide*, (4) providing research support to the community circles, (5) organizing the Kick-off Event and later Conference, (6) fundraising, (7) recruiting and training facilitators, and (8) evaluating and reporting on the outcomes of the community circles, the forums, and subsequent action.

Program Sponsor MICAHA uses a threefold strategy for mobilizing and organizing congregations:

Awareness MICAHA, through its educational programs, fosters dialogue between congregations and those most affected by the affordable housing crisis, explores root causes of poverty and homelessness, and educates congregations about housing issues. MICAHA educates congregations through congregational workshops and forums, conferences, urban dialogues, its City and Suburbs-Creating Common Ground initiative, MICAHA Forums, study circles, newsletters, and updates.

Action MICAHA acts as a catalyst for involvement in housing production and human service projects by consulting with and advising congregations interested in doing "hands on" projects: renovating a home, working at an emergency shelter, developing a transitional housing program, working with a neighborhood community development corporation. Opportunities for involvement include the African American Housing Initiative, Suburban Initiative, Family Shelter Network, the Homeless Family Support Program, Jubilee Projects and the Revolving Loan Fund.

Advocacy MICAHA'S advocacy work brings the religious community's concern for justice to bear on public policy decisions related to homelessness, affordable housing, and neighborhood revitalization. MICAHA helps congregations understand public policy and become active in the political process at the local, metro, state, and federal level through MICAHA Forums, action alerts, and advocacy training. MICAHA works with housing advocates and elected officials to expand housing choices and increase the supply of affordable housing.

4. Relationship with other organizations working to meet the same needs or provide similar services. How is the organization different from other organizations.

The Community Circle Collaborative is a growing coalition of over 20 Twin Cities community-based organizations, public staff, and individuals. Many of the founding members of the Collaborative share a common goal of increasing the capacity of low-income communities and communities of color to address political, economic, and social problems through advocacy, community empowerment, and social action. The founding organizations in the collaborative address these social issues in different ways including: research, public policy analysis, advocacy, legislative lobbying, and community organizing.

In addition to these partners, a fundamental goal of the CCC is to engage new partners and participants, particularly those underrepresented in typical policy discussions and those from suburban communities. The project will actively recruit Coordinating Partners, Resource Partners, Sponsors, and circle participants from these constituencies.

The CCC offers an opportunity for all of these different entities – as well as others, including those who have not traditionally worked together – to come together on a common project that will help build understanding and larger awareness about these interconnecting issues and trends.

The CCC differs from existing initiatives in its unique methodology of creating dialogue among disparate parts of Twin Cities communities not only to discuss issues and problems, but to develop action registers or common solutions to those issues and problems. No other organization in the Twin Cities is currently engaged in this kind of collaborative, grassroots dialogue and mobilizing effort linking housing, education, and employment.

5. Board Members, full-time staff, part-time paid staff, and volunteers

As a one-time project, the CCC does not have a Board of Directors. Instead, organizational partners come to the project with the authorization of their Boards or Executive Directors. All partners sign a *Pledge of Participation*, which outlines their roles and responsibilities in the project (see the attached *Pledge of Participation* forms).

Likewise, the CCC has no independent staff. Instead, staffing for the project will come in the form of in-kind support from collaborative partners and, in the case of three or four specific work areas, through contractual arrangements between the Program Sponsor and certain Coordinating Partners for the reimbursement of staff time from those organizations. Most likely, the Coordinating Partners that will be contract for this work are: (1) the Minnesota Minority Education Partnership, Inc., (2) the Housing & Education Equity Project, (3) the Suburban Hennepin Anti-Racism Coalition, (4) the People's Institute for Survival & Beyond, and (5) the Minneapolis Initiative Against Racism. (Please see the attached "Key Staff" list.)

The CCC already involves at least 15 volunteers, with many more anticipated to coordinate, support, and participate in the community circles.

MICAH, the Program Sponsor, operates with the following Board, staff, and volunteers:

Number of MICAH Board members: 18

Number of MICAH full-time staff: 3

Number of MICAH part-time staff: 2

Number of MICAH volunteers: Because MICAH is a network of over 100 Protestant, Catholic, Jewish, and other religious organizations and housing groups, it is difficult to gauge the number of volunteers involved in its work. Each member group has varying numbers of volunteers involved in MICAH activities, and these numbers vary over time and depending on the projects and issues at hand.

B. PURPOSE OF GRANT

1. Situation and Need

There is a growing sentiment in the Minneapolis/St. Paul 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 achievement and employment opportunities in particular. Current policy initiatives and debates in both education and housing have the potential of significantly affecting the economic viability of all citizens living in the Twin Cities metropolitan region. The following is a brief description of some of the most significant issues relating to the problem of segregation in public schools and in housing.

Since 1989, the Minnesota State Board of Education has been involved in developing a new policy to address racial segregation in Minnesota's public schools. Meanwhile, a greater economic and racial isolation of students has occurred. The problem is most profound in the Twin Cities metropolitan area, where enrollment data reveal a high percentage of students of color in the Minneapolis and St. Paul school district. According to 1995-1996 enrollment data, students of color make up over 61% of enrolled students in Minneapolis (Minneapolis Public Schools, 1995) and over 56% in St. Paul (St. Paul Public

* If a funder is considering or has considered a separate request for support from any of these organizations and is able to fund the organization only once, that collaborating organization will not receive any of the funds received under the CCC request.

Schools, 1995). Additionally, projections indicate that these percentages will continue to increase well into the 21st century.

Related to the high percentage of students of color in the Minneapolis and St. Paul schools is the fact that the Twin Cities metropolitan area is quickly becoming one of the most segregated regions in the United States (United Way, 1995). Nearly 65% of the region's people of color live in the cities of Minneapolis and St. Paul, are disproportionately impoverished, and reside in a relatively few neighborhoods within those cities (United Way, 1995). Women and children rank high among the disproportionate number of people living in poverty.

Policy makers from throughout the metropolitan area are all too familiar with this data. Minneapolis Mayor Sharon Sayles Belton has been one of the key leaders to articulate that segregation of schools is due in large part to segregation in housing. Mayor Sayles Belton has made it a priority to attack housing segregation in the city of Minneapolis by developing a set of principles for the development of fair housing in traditionally higher income areas and higher income housing in traditionally low income areas.

Minnesota State Representative Myron Orfield has taken the debate to the next level. He argues that increasing segregation in Minneapolis and St. Paul cannot be addressed without metropolitan wide solutions. Without greater diversity in housing throughout the Twin Cities area, segregation will continue and worsen.

Representative Orfield's leadership is equaled by the efforts of many community organizations that believe, as Orfield, that the future stability of the metropolitan area revolves around the economic and racial disparity that exists between the core cities of Minneapolis and St. Paul and the surrounding metropolitan suburbs. Organizations like the Alliance for Metro Stability, the Metropolitan Interfaith Council on Affordable Housing, the Education & Housing Equity Project, the Urban Coalition, and the Minnesota Minority Education Partnership, Inc. and many others are convinced that metropolitan wide efforts are essential to desegregating housing, education, employment, transportation, and economics.

The Minneapolis NAACP has taken yet another step by not only making the connection between housing and school segregation, but also arguing that segregation in Minneapolis has resulted in an inferior quality of education for all children. In addition, they argue that it is the state of Minnesota's constitutional responsibility to provide a high quality education and, consequently, the state of Minnesota should be required to develop metropolitan-wide solutions that provide fair housing, adequate public transportation, and equal funding for schools. To address these issues, the NAACP has filed a lawsuit against the state of Minnesota and a body of other state agencies which would require the State Legislature and the Executive Branch to develop policies that are specifically focused on resolving these issues.

Meanwhile, other policy makers are reluctant to address problems of increasing housing and education segregation. For example, the Minnesota State Board of Education is proposing a new desegregation rule that could potentially allow increased segregation in Minneapolis and St. Paul schools. The policy, if it is adopted, does not require schools or school districts that are not "intentionally segregated" to implement strategies that will result in reduced segregation and increased student achievement. While the State Board agrees that racial and economic segregation are not desirable, they fall short of addressing the issues head on by not requiring schools and school districts to be more accountable for reducing segregation and increasing student achievement. The State Board of Education's argument is that current case law and Minnesota statutes do not allow them to strictly enforce metropolitan wide desegregation. They are confident that voluntary solutions will result in higher quality education for all students.

In addition, the Hollman Consent Decree provides an opportunity to address racial and economic segregation of housing in the metropolitan area. The decree has resulted in \$117 million in funding for the demolition of substandard public housing and opportunities for families to relocate by purchasing or renting affordable housing units throughout the metropolitan area. The decree is an important resource for beginning to address the issue of segregated housing in the urban center. The Hollman settlement

will be an indicator of a metropolitan wide commitment to distribute fair housing throughout Minneapolis, St. Paul, and the surrounding suburbs.

As policy makers continue to debate appropriate strategies to address racial and economic segregation in housing and schools, citizens from throughout the metropolitan region are generally unaware and uninvolved in the development of local solutions to these tremendous challenges. Projects by organizations like the Minnesota Minority Education Partnership, Inc., the Urban Coalition, Minnesota Alliance for Progressive Action, the Education & Housing Equity Project, the NAACP, Head Start, and the Catholic Charities Office of Social Justice have revealed that when community members are approached on these issues, they are extremely committed to participating in solutions.

A recent report by the Minnesota Minority Education Partnership, Inc., entitled, "Democracy Through Agape: Community Voices on School Desegregation" found that community members understood that they must be a part of the solution if things are going to change. One parent from the north side of Minneapolis summed it up well when he said:

I want it to be taken to a situation where the individuals from the community are able to work on the solution, not just the State Board of Education or the school board. I mean it just can't happen with those two committees because they aren't even at the same level as us.

That statement reflects a growing commitment within communities to become more involved in the issues that affect their neighborhoods. Minneapolis and St. Paul's strong civic culture and non-profit communities provides an ideal opportunity to bring together people to discuss, become educated, and act on issues that can increase metro stability and decrease segregation in housing and education. Whether it be the district council structure in St. Paul, the Neighborhood Revitalization Program in Minneapolis, or neighborhood-based organizations and faith communities, citizens are expressing and acting on a commitment to come together to discuss and address problems in their communities.

Focus Determination and Decision-Making Process for Project

The Community Circle Collaboration arose out of a concern by partners in the Minneapolis Initiative Against Racism Education Task Force and others about the lack of a community voice in public policy forums. The Education Task Force, which is composed of partners from different segments of the education community - - educators, policy makers, advocacy agencies, service providers, etc. -- began in December, 1995 to look at ways to bring together various parts of the metropolitan community, engage them in a dialogue of educational issues/problems, and provide the impetus for the development of solutions to those issues/problems. The Community Circle Collaborative includes the original Education Task Force members and a diversity of community organizations and non-profit agencies that serve the metropolitan area, as well as representatives from public institutions, faculty members and other researchers, and citizens. The organizations and agencies include a range that spans small neighborhood-based organizations and faith communities to large policy-oriented non-profits, government agencies, and universities.

In a series of meetings from January through April 1996, the Community Circle Collaborative reviewed various models and approaches for community dialogue including curriculum from the Study Circle Resource Center and the Communities of Color Empowerment Model (COCEM) from the Minnesota Minority Education Partnership, Inc. Each resource has unique elements to bring community members together, to engage them in discussion, to provide educational or technical resources, and to develop action agendas.

After reviewing the two models, the Community Circle Collaborative came to the consensus to adopt techniques from both in the Community Circle Collaborative Project. The resulting "community circles" model combines the small-group discussion groups known as "study circles" with the COCEM 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

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subsequent community forums organized by the groups.

All partners in the Community Circle Collaborative participated in large meetings to do overall project planning and subcommittee meetings to further refine and define the project time-frame, goals, objectives, activities, and budget.

2. Specific Activities

Overall Goal:

The Community Circle Collaborative seeks to engage a broad cross-sector of the Twin Cities metropolitan community to study, discuss, and build a common understanding of the issues of racial and economic segregation in the area and its effects on education, employment, and broader "life opportunities." It will catalyze greater community involvement in these issues and increase efforts to decrease housing segregation and increase educational achievement by engaging both non-traditional participants (low income and minority community members, parents, etc.) and traditional participants in a community-wide dialogue about these complex, interconnected issues. The Collaborative believes that such community circles provide unique settings for collaborative learning, for working through often polarizing social and political issues like these, and for building organization and community. As similar projects elsewhere in the country have found, such "circles" broaden perspectives, deepen understanding, and inspire participants to become more involved in public life.

Specific Objectives to Meet Goal

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

Specific Activities For Which Funding is Sought

The Community Circle Collaborative seeks funding for project organization, implementation (community circles and forums), and evaluation. Project organization includes building the Community Circle Collaborative. The wide range of community organizations, other nonprofits, public institutions, and individuals that make up the Community Circle Collaborative is the project's greatest strength. From grassroots organizations and churches to policy-oriented non-profit organizations, government agencies, and university researchers, there is a tremendous commitment to housing, education, and employment issues and finding ways to involve community members in dialogue and solutions.

Critical to the success of the project is the effective mobilization of the different organizations and individuals 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.

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Resource Partners will play an advisory role regarding project design, fundraising, future projects, information/research, in-kind contributions, and technical assistance. Resource partners will sign a *Pledge of Participation* outlining their roles and responsibilities in the project.

Sponsors will sponsor community circles by recruiting community members, facilitating community circles, 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.

Public Officials and Institutions will sign a *Pledge of Respect* signifying their support of this project and their intent to consider and respect the strategies developed by the groups. Potential institutions may include: the Governor's office, the Metropolitan Council, MN Department of Children, Families, and Learning, mayors, school boards, etc. Many of these same officials and institutions will also participate in the project as Resource Partners and Sponsors.

The CCC will be guided by a Working Group of representatives from each of the above categories, as well as all of the Coordinating Partners. The Working Group will be responsible for guiding the work, assisting in fundraising, participating in the evaluation of the project, and providing leadership for future steps (see also the description of the Working Group's responsibilities on the attached *Pledges of Participation*).

Project implementation of the Community Circle Collaborative includes a minimum of 20 community circles, a Kick-off Event, a follow-up Conference, and smaller community forums organized by the individual circle groups. The community circles will be convened throughout the metropolitan area beginning in September 1996. The community circles will be launched with a Kick-off Event scheduled for early September 1996. It is anticipated that over 200 participants and presenters will attend this public forum, which will include policy makers, educators, community leaders, and other community members in a discussion of issues about segregation and its impact on educational achievement and employment opportunities in the Twin Cities region, why it is important to be discussing and studying these issues at the community level, and what their communities can do to create change. Individual community circles may also convene smaller-scale community forums to share their ideas with a larger community.

In January 1997, a conference will be convened to allow the community circles to share their work with other circles as part of a project-wide conference. The goal is to build community commitment, potential for greater collaboration, and momentum for future projects.

The community circle approach is based on two successful models of community conversation and collaboration: "study circles" (developed by the Study Circles Resource Center) and the Communities of Color Empowerment Model (developed locally by the Minnesota Minority Educational Partnership). Study circles are highly participatory discussion groups that engage people in controversial, political, thought-provoking topics stressing research, cooperation, and collaboration. The COCEM seeks long-term change by educating community members about the issues that they are most concerned about and encouraging action. The process makes use of inquiry by project support staff to answer questions posed by community participants, organizing community forums that seek to involve the broader community and policy makers, and a report to the community that outlines strategies that can be employed at the neighborhood, community, and state levels.

A typical community circle will include 5-15 members. Each community circles will be as economically, ethnically, racially, regionally, and politically diverse as possible. Each group will meet for approximately 10 hours. Each circle will have a trained facilitator and co-facilitator or recorder. 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

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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.

The framework for the circles is as follows:

Discussion Guide – Each community circle will be informed by a common *Discussion Guide*. For each of the five sessions, the Guide will provide an overall session question, background information, a presentation of different viewpoints, and possible discussion questions. It will also list additional readings on the subjects at hand. The sessions and *Discussion Guide* contents will break out as follows:

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 community 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

Facilitation – Each community circle will be assisted by at least one trained facilitator. The Facilitator(s) will be trained both in facilitation as a skill and in the issues themselves, so that s/he will be able to raise views that have not been answered by the group and answer questions. The Facilitator's main task will be to create an atmosphere for collaborative learning, one in which each participant feels at ease in expressing ideas responding to those of others. The CCC will provide ongoing encouragement and assistance for the Facilitators.

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Research Support – Each community circle will be encouraged to ask questions and to request additional information from the CCC research team. As the Minnesota Minority Education Partnership has found, providing such research support helps participants gain an advanced understanding of an issue, see how they can affect the issue, and to develop a perspective on how they want to address the issue.

Strategy development – Each group will consider strategies for addressing the issues they have studied and discussed. Strategies could be locally focused or broader depending on the motivation of the group.

Community forums – Participants will be encouraged to organize a public event in which they can share their perspectives and strategies with a larger community. Local forums might include policy makers, educators, community leaders, and other community members in a discussion of issues and what their community can do to create change.

Project evaluation is outlined in Section C: Evaluation.

Activities, Tasks, Time frame, Person(s) Responsible

Activity 1.0 Develop Community Circle Collaborative budget, proposal, and submit to foundations, government agencies, and corporations.

Task 1.1 Recruit and organize Fundraising subcommittee

Task 1.2 Delegate tasks of grant writing, budget development, and meeting with funders among subcommittee members.

Time frame: May 1 - September 1, 1996

Persons Responsible: Coordinating Partners and Resource Partners

Activity 2.0 Recruit additional Community Circle Collaborative partners, including sponsors and public officials and institutions

Task 2.1 Initiate contact with organizations and agencies as potential sponsors and public officials/institutions via person to person contact and memo.

Task 2.2 Solicit *Pledge of Participation* from participating organizations, agencies, and individuals.

Time frame: June 1 - August 1, 1996

Persons Responsible: Coordinating Partners

Activity 3.0 Develop base materials (*Discussion Guide*) for use in community circles

Task 3.1 Request from Resource Partners research material or information specific to education, housing, segregation/desegregation, employment, economic trends, etc.

Task 3.2 Synthesize information gathered and design community circle Discussion Guide for participants

Time frame: June 1 - September 1, 1996

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Persons Responsible: Coordinating Partners and Resource Partners

Activity 4.0 Arrange for facilitator training

Task 4.1 Recruit pool of community circle facilitators and co-facilitators from Community Circle Collaborative members and the Twin Cities community

Task 4.2 Seek and hire community circle facilitator trainer

Task 4.3 Conduct on-going training, as necessary

Time frame: July - November, 1996

Persons Responsible: Coordinating Partners, with assistance from select Resource Partners

Activity 5.0 Organize and implement Kick-Off Event

Task 5.1 Design Kick-Off Event structure and agenda

Task 5.2 Recruit keynote speaker(s), facilitators for discussion

Time frame: July - September, 1996

Persons Responsible: Coordinating Partners, Resource Partners, and Sponsors

Activity 6.0 Organize and convene community circles

Task 6.1 Meet with Community Circle Collaborative sponsors to arrange host sites for the 20 community circles

Task 6.2 Recruit community circles participants through media, flyers, meetings, organization contacts, etc.

Task 6.3 Set dates, times, assign facilitators, co-facilitators, arrange child care, transportation, etc.

Time frame: July - November, 1996

Persons Responsible: Project Coordinators, Resource Partners, and Sponsors

Activity 7.0 Organize and convene local community forums

Task 7.1 Consult with individual community circles and sponsors about time, place, and target audience for community forums

Task 7.2 Assist community circles with developing agenda, materials, recruiting speakers, facilitators, etc. for the community forums

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Task 7.3 Assist community circles with recruitment for community forums

Time frame: September - December, 1996

Persons Responsible: Coordinating Partners, Resource Partners, and Sponsors

Activity 8.0 Organize and convene community-wide Conference

Task 8.1 Arrange conference site with sponsors

Task 8.2 Recruit keynote speakers, presenters, and facilitators

Time frame: September - January, 1996

Persons Responsible: Coordinating Partners, Resource Partners, and Sponsors

Activity 9.0 Project Report and Evaluation

Task 9.1 Collect and synthesize community circles recordings

Task 9.2 Evaluate and collate circle findings

Task 9.3 Put findings into written report and distribute to community, funders, interested organizations/agencies, and policy makers

Time frame: January - March 1997

Persons Responsible: Coordinating Partners, Resource Partners, and Sponsors

3. Impact of Activities

The activities of the Community Circle Collaborative have the potential to have a significant impact on many levels.

Impact in the Community

The opportunity for community members to learn about and engage others in a dialogue about the issue of housing segregation and its impact on educational achievement and life opportunities, to identify issues that they are concerned about, and to develop strategies at the local level that they can implement is an important step toward building stronger communities and empowering communities to address an issue that has, before now, been the responsibility of policy makers. At the very least, community members will gain knowledge about an important issue that will impact the success of their children and the health of their community.

In addition to engaging community members in active participation in these issues, the community circle provides an opportunity for community members to get answers to questions that will help them with everyday personal issues such as: finding a home, understanding how to connect with their children's teachers, learning about local community organizations that provide academic counseling and programming for children, etc.

Impact on Policy

The Community Circle Collaborative provides an opportunity to remind the community of the urgency of the current issues of housing segregation and education achievement and opportunities. Although some would comment that these issues already possess significant urgency in the policy making arena, activities such as this collaboration provide an opportunity for policy makers to hear how community members view these issues. One outcome will be that community members will discover common ground on issues that are very divisive in the policy making arena. By bringing people together in a democratic exercise, we may be able to develop solutions that involve policy makers, community members, and suburban and urban neighborhoods.

C. Evaluation

1. How will you measure the effectiveness of your activities?

Evaluation will be conducted through the cooperation of both the collaborative partners and the community circle participants. To assure the success of the project, the following methods will be used to evaluate the project.

- Monitoring the attendance of community members in each study circle.
- A questionnaire survey of community circle participants and organizations involved.
- Documenting and analyzing the circle discussions.
- Interviewing the constituency base about how the community circle process gives voice to the community.
- Monitoring action that results from the community circle discussions and forums.

2. Your criteria (measures, if possible) for a successful program and the results you expect to achieve by the end of the funding period

- Successfully engaging at least 200 people from throughout the Twin Cities area in the community circles.
- Successfully engaging collaborative partners from a variety of organization and affiliations both inside and outside the cities of Minneapolis and St. Paul.
- Recruiting and training a core group of non-traditional facilitators.
- Recording the community constituency voice by developing video tapes of some of the circle discussions and testimonies of community members in written form to present to policy makers.

3. Who will be involved in evaluating this work

- The community constituents
- The community circle collaborative partners

4. How will evaluations be used.

- Presenting information obtained from the community circles and forums to both mainstream and community media and policy making bodies.
- Working with the non-traditional facilitators to develop a *Discussion Guide* and other material for future use.
- The information from the study circles may be used by school districts, municipalities, human service agencies, human rights commissions, governmental units, state departments (such as the Department of Children, Families and Learning), city housing authorities, advocacy groups, tenant unions, etc.