



Education and Housing Equity Project Records.

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AGREEMENT OF DONEE*

As a condition of a total grant of \$10,000 from The Bush Foundation to Education and Housing Equity Project for study circles on the relationship between housing segregation and education, the undersigned agrees:

1. Upon completion of the period for which funds were granted, to submit a detailed narrative progress report of the activities carried on under the grant, an evaluation of what it accomplished, and a complete financial report of the use of the grant funds. If in addition to Bush Foundation funds, funds from other sources were used for the project, a report that includes a summary of the sources and allocations of Bush and all other funds is desired.
2. To submit required reports according to the following schedule:

Report Types	Due Dates
Final Progress & Financial Reports	June 30, 1997

3. To use the funds only for the designated purpose and not to use the funds for any purpose prohibited by law, including those purposes specified in Section 4945 of the Internal Revenue Code.
4. To repay any portion of the grant which is not used for that purpose.
5. To permit The Bush Foundation, at its request, to have complete access to the grantee's files and records for the purpose of making such financial audits, verifications, and investigations as it deems necessary concerning the grant.
6. That the total amount of this grant, or of any payment thereof, may be discontinued, modified or withheld at any time when, in the judgment of The Bush Foundation, such action is necessary to comply with requirements of the law.

EDUCATION AND HOUSING EQUITY PROJECT

By Matthew Little

Title President

#6663

*Please contact The Bush Foundation before or after the agreement is signed with any questions you may have about the period covered by the grant, the schedule of grant payments, the schedule of reports required or the desired format for progress and financial reports. Adjustments to grant periods and uses of Bush Foundation funds are possible but may require approval by The Bush Foundation Board of Directors. One signed copy of this Agreement of Donee must be returned to The Bush Foundation before payment can be made. The second copy is for your files.

EDUCATION & HOUSING EQUITY PROJECT

October 30, 1996

Ms. Charlene Edwards
The Bush Foundation
E-900 First National Bank Building
332 Minnesota Street
Minneapolis MN 55101-1387

Dear Ms. Edwards:

Mike Anderson passed on to me your request for the following materials, which I enclose:

1. Articles of Incorporation
2. By-Laws
3. Board of Directors roster
4. 501(c)(3) exemption notification letter.

We will be sending our Agreement of Donee and acknowledgment of acceptance of this generous grant and its conditions next week.

On behalf of our Board of Directors and our many partners, thank you very much for this significant support toward our study circles on the relationship between housing segregation and education. If you have any questions or comments or require additional information, please contact Treasurer Mike Anderson at 871-8980.

Sincerely,



Darcy Seaver

Co-Coordinator

enc.

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.

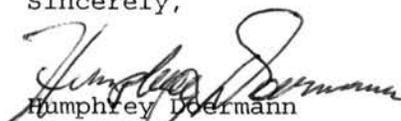
The period for which these funds are granted extends from November 1, 1996 to March 31, 1997. Payment will be made when the contingency is met.

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 Doermann
President

HD:CE:jh#6663
Enc.



August 27, 1996

Mr. John Kohring
The Bush Foundation
1900 James Ave So
Minneapolis MN 55403

Dear Mr. Kohring,

I enclose a copy of the determination letter we received from the IRS regarding the newly assigned 501(c)(3) status of the Education & Housing Equity Project.

If you have any questions, please feel free to call me or Mike at 871-8980.

Thank you very much.

Sincerely,

A handwritten signature in black ink that reads "Darcy Seaver". The signature is written in a cursive style with a long, sweeping underline.

Darcy Seaver
Co-Coordinator, Education & Housing Equity Project

enc.

- Commitments Exchanged
- Journal Entry
- Thoughts & Ideas
- Agendas (telephone, meetings)
- Conversations

JULY 1996

DAILY RECORD OF EVENTS

30

TUESDAY

212th Day 154 Left
Week 31

Bush Foundation - John Kuhring 227-0891
1900 James Ave. South
Mpls. MN 55403 (H) 377-8303

Frank Verdeeman - Presbyterian Financial Support

Neal Thao - August 5, 6⁰⁰^{11:30^{am}}

Leadership Breakfast - Mary Azzahin

"Philosophy of Community" Mary Azzahin

St. Paul's Lutheran "Living in God's Grace"

US2 Build A Holy Place (with sermon)

Bush Site Visit

7/30/96



- ▶ Our own background
- ▶ Background of organization
- ▶ How we operate in country

Affordable hrs

- Regional + night issues

- ↳ opening up opportunities in subsectors
 - dev. of off hrs
 - excluding gov
- ↳ strengthening core values

Proposals

- Otto Bremer Fdn
- General Mills Fdn
- Medtronic Fdn
- Rockefeller Fdn

Big items

- Staff support - coordination + research support to the groups
- Disc. Guide
- Facilitator fees
- Stipends
- Follow-ups

How to conceptualize ^① write letter describing the diff. orgs + MCAAT

- Will MCAAT contract w/ itself

② Reformat budget?

- one budget in one place

- all the activities a Bush grant would go toward

- two projects

- what entity is going to

- over what period of time

- during this time, how the grant will be allocated

Bush

- v. involved process

- many cuts, long process, Bd has final say on all grants.

- Keeps them posted, esp. on financial side

- 50% go to higher ed; ^{15%} 20% to arts

- O.K. to pull the (3) part + re-apply again

THE COMMUNITY CIRCLE COLLABORATIVE

PLEDGE OF PARTICIPATION FOR: COORDINATING PARTNERS

Responsibilities of the Working Group:

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

My/Our Responsibilities as a Coordinating Partner:

1. Participate regularly and actively in the Working Group.
2. Coordinate activities of at least one committee of the Working Group (Fundraising; Partner Recruitment & Coordination; Discussion Guide & Research Support; Policymaker Outreach; Facilitator Training; Publicity; Forums; Research Support; or others as identified by the Working Group).
3. Become a well-informed spokesperson for the project by participating in a pilot study circle, or at least reading through the Discussion Guide.
4. Promote the project by any means possible, including bulletins, newsletters, and personal contacts.
5. Provide a Letter of Support for fundraising and other purposes.
6. Provide at least ___ staff hours per week to the project between June and July 1996.
7. Provide at least ___ staff hours per week to the project in August and September 1996.
8. Provide at least ___ staff hours per week to the project between October and December 1996.
9. Other: _____
10. Other: _____

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

I understand our responsibilities as a Coordinating Partner and commit my organization to this project. This commitment is based on approval by our Board of Directors, Executive Director, or other appropriate authority.

Signature

Date

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

EDUCATION & HOUSING EQUITY PROJECT

Submitted w/ MICAH
proposal
6/28/96

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)

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 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) 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: _____
 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

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 MICAH uses a threefold strategy for mobilizing and organizing congregations:

Awareness MICAH, 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. MICAH educates congregations through congregational workshops and forums, conferences, urban dialogues, its City and Suburbs-Creating Common Ground initiative, MICAH Forums, study circles, newsletters, and updates.

Action MICAH 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 MICAH'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. MICAH helps congregations understand public policy and become active in the political process at the local, metro, state, and federal level through MICAH Forums, action alerts, and advocacy training. MICAH 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.

Community Circle Collaborative

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

Community Circle Collaborative

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

Community Circle Collaborative

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.

Community Circle Collaborative

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

Community Circle Collaborative

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.

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

Community Circle Collaborative

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

Community Circle Collaborative

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.

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

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Rev. Steve Van Kuiken
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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

THE BUSH FOUNDATION

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

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

November 15, 1996

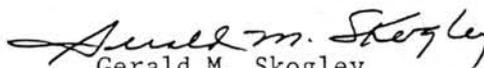
Name And/Or
Address Correction
Requested

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

Enclosed is our Check No. 58707 in the amount of \$10,000 which represents the final payment on the grant awarded to Education and Housing Equity Project by our Board of Directors on October 22, 1996 for study circles on the relationship between housing segregation and education.

Please indicate receipt and acceptance of this payment by signing the statement below and returning one copy to us.

Sincerely,


Gerald M. Skogley
Chief Financial Officer

GMS:vb#6663
Enc.

To The Bush Foundation:

The undersigned authorized officer of the Education and Housing Equity Project certifies that The Bush Foundation's Check No. 58707 for \$10,000 has been received; that the terms and conditions of the grant have been and will be complied with; and that there has been no change in our exempt status or classification and we have no notice of any adverse action by the Internal Revenue Service with respect to our exempt status or classification under the Internal Revenue laws.

EDUCATION AND HOUSING EQUITY PROJECT

By



Date:

1-7-96

Title

Treasurer

THE BUSH FOUNDATION

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

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FAX (612) 297-6485

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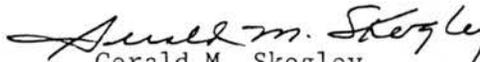
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EDUCATION AND HOUSING EQUITY PROJECT

By 

Date: 1-7-96 Title Treasurer