



Education and Housing Equity Project Records.

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Urgent

For

Time

Date

While You Were Out

FRED SMITH

M

CL

Phone

ED DRURY

Please Call

For phone

Will Call Again

Come Talk to You

Wants to See You

Returned Your Call

Message

Signed

For _____

Urgent

Date _____

Time _____

While You Were Out

M _____

Of _____

Phone _____

AREA CODE

NUMBER

EXTENSION

Telephoned

Please Call

Came To See You

Will Call Again

Returned Your Call

Wants To See You

Message _____

Signed _____



UNIVERSITY OF MINNESOTA

Twin Cities Campus

CURA (Center for Urban and Regional Affairs)

330 HHH Center
301-19th Avenue South
Minneapolis, MN 55455
612-625-1551
Fax: 612-626-0273
E-mail: cura@tc.umn.edu

20 September 1996

Darcy Seaver
Education and Housing Equity Project
122 W. Franklin, #320
Minneapolis, MN 55404

Dear Ms. Seaver:

Your request for a Communiversity Personnel Grant has been approved.

We will begin to take the necessary steps to acquire a graduate student to work with you by posting a job description at the Graduate School and other places on campus. The job description will include your name, phone number, and address. After you have conducted interviews and selected a student we will complete the hiring process--which includes checking the student's eligibility to hold a graduate student job. When you have determined which student you want to recommend, please instruct him or her to contact me at CURA, 330 Humphrey Center, 301 19th Ave. S., Minneapolis (625-6045) for instructions on pay matters. In order to be placed on the CURA payroll, students hired must see the CURA payroll clerk to complete the necessary paperwork.

Because of the special nature of this type of grant, you should be aware of the following:

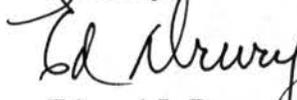
1. With Communiversity Personnel Grants, no money is transferred to the receiving agency. Rather, personnel services are provided up to a specified amount. This grant has been approved for \$1,414.40, which is 130 hours of paid service and holiday time, if applicable, from a graduate student.
2. The individual hired will be hired as a University of Minnesota employee. The individual hired must be a currently registered University of Minnesota graduate student. (Ask to see the student's paid fee statement for the current quarter!!!) Further, we must currently verify employment eligibility under federal law and the limitations on how much a graduate student may work on University payrolls.
3. All checks for the student may be picked up in the office of the Center for Urban and Regional Affairs (CURA), 330 Humphrey Center, 301 19th Avenue S., Minneapolis. Paydays are indicated on the enclosed notice entitled "1996-97 Payroll Schedule."
4. Students hired will be required to complete a time report and you will be required to sign it before the individual can be paid. The time reports are due in our office on the days indicated on the attached form. If you do not sign the time reports, the student will not be paid.

page 2.

5. Previously on Communiversy grants, work could be completed within or across academic quarters. All work now must be completed within an academic quarter in order for the graduate student to receive tuition credits and health benefits.
6. In terms of reporting to the Center for Urban and Regional Affairs (CURA), we require one summary report of activities when the project is completed and, in any published reports or promotions of this project, CURA would appreciate appropriate notice of its contribution. Also, we are required to keep information on the number of students who apply for a job, their sex, race, and the reasons for hiring a particular individual. Please keep a record of the applications you receive so that we can get this information from you when you have completed the selection process.

Should you have any questions with respect to the grant, please direct these to me at 625-6045.

Sincerely,



Edward J. Drury

EJD/ld

enclosure: 1996-97 Payroll Schedule

CURA BIWEEKLY PAYROLL SCHEDULE

Payroll Number	Biweekly Pay Period	Turn in Time Sheet Payroll Clerk at CURA by 12:00 Noon	Check Released at CURA after 10:00 a.m.
1	6/24-7/7/96	7/8/96	7/17/96
2	7/8-21	7/22	7/31
3	7/22-8/4	8/5	8/14
4	8/5-18	8/19	8/28
5	8/19-9/1	**9/3	9/11
6	9/2-15	9/16	9/25
7	9/16-29	10/1	10/9
8	9/30-10/13	10/14	10/23
9	10/14-27	10/28	11/6
10	10/28-11/10	11/11	11/20
11	11/11-24	11/25	12/4
12	11/25-12/8	12/9	12/18
13	12/9-22	12/23	12/31
14	12/23-1/5/97	1/6/97	1/15/97
15	1/6-19	**1/21	1/29
16	1/20-2/2	2/3	2/12
17	2/3-16	2/17	2/26
18	2/17-3/2	3/3	3/12
19	3/3-16	3/17	3/26
20	3/17-30	3/31	4/9
21	3/31-4/13	4/14	4/23
22	4/14-27	4/28	5/7
23	4/28-5/11	5/12	5/21
24	5/12-25	**5/27	6/4
25	5/26-6/8	6/9	6/18
26	6/9-22	6/23	7/2
1	6/23-7/6	7/7	7/16

** Watch for Special Due Dates

UNIVERSITY HOLIDAYS: You may *not* work on University holidays (see below). NOTE: Graduate research assistants, teaching assistants, and administrative fellows may work on holidays under certain circumstances. Contact the department for further information.

7/4/96	Independence Day
9/2/96	Labor Day
11/28/96	Thanksgiving Day
11/29/96	floating holiday
12/24/96	floating holiday
12/25/96	Christmas
1/1/97	New Year's Day
1/20/97	M.L. King's Birthday
3/28/97	floating holiday
5/26/97	Memorial Day

SPECIAL NOTES ABOUT EMPLOYMENT

TIME SHEETS:

Time Sheets must be completed in ink. The employee and supervisor should check that the time sheet is accurate and complete. A sample of how to fill out your time sheet is shown. Inaccurate or incomplete time sheets may be returned and delay your pay check.

Turning in Time Sheets: Supervisors for employees located *on CURA premises* must hand deliver time sheets directly to the payroll clerk. For projects located *off CURA premises*, the employee and supervisor must sign the time sheet, then the supervisor must seal it in an envelope and write his/her signature across the flap. The sheet can then be delivered to the payroll clerk. The auditors have required this procedure. *We encourage you to turn in your time sheet as soon as possible after you have completed your hours for the pay period.* Because of the tight turnaround time for time sheets (see payroll schedule), a copy of the time sheet can be faxed to CURA (626-0273) to meet the deadline. The CURA fax is on 24 hours per day, seven days per week. If this is done, the actual time sheet is due at CURA no later than 4:30 pm Wednesday of the same week. ***If the actual time sheet is not received by this deadline, the hours will not be paid until we have the original.***

Total Number of Hours: You are limited to the total number of hours you have been authorized to work by CURA. You and your supervisor are responsible for keeping track of hours worked. We suggest that you make a copy of the time sheet before submitting it. Any additional hours to be worked need *prior written approval from CURA.* Overtime is *not allowed without prior written approval of both CURA and the supervisor,* and can be granted if it meets University and CURA policy. Any unauthorized time will not be considered paid work time.

WORK LOADS/REGISTRATION

Graduate Students: The University limits you to no more than 75% (60 hours per pay period) as a combined total of all U jobs during the academic year (9/16-6/15). Exceptions to this rule require advance written approval from the dean of the Graduate School or relevant professional school and your advisor. You are limited to no more than 80 hours per pay period (100% time equivalent) as a combined total of all U jobs during the summer (6/16-9/15) and during official academic break periods.

Undergraduate Students: Generally, you are limited to a maximum of 40 hours per week as a combined total of *all* jobs. If you have an appointment in any department as an undergraduate research or teaching assistant, you are limited to no more than 30 hours per week as a combined total of *all U jobs* during the academic year.

Work Study: You are limited to a total number of hours that will not exceed your *Work Study award* in addition to the above limits. Your hours must also fall within the dates covered by your Work Study award.

F1 and J1 Student Visa Status: Federal law prohibits the U from employing you more than 20 hours per week or more than a 50% appointment during the scheduled class periods, including finals weeks. The U cannot pay you for any services performed in excess of these limits.

Registration: You are responsible for maintaining the appropriate registration required for your student status. Bring a copy of your registration to CURA's payroll clerk no later than the end of the second week of each quarter. If you do not have the registration required, the U and CURA have the right to terminate your appointment.

UNIVERSITY OF MINNESOTA **Biweekly Payroll Time Sheet** June 24 through July 7, 1996

Employee Last Name: DOE Social Security Number: 123-45-6789
 First Name: JOHN

Employee Signature: [Signature] Job Title: Research Assistant
 Project Name: NPCR Computer Network

DATE: 7/7/96

Date	IN	OUT	N	OUT	IN	OUT	TOTAL
Monday 5/24	8:00	8:30	9:00	12:00	1:00	3:00	5.5
Tuesday 5/25							
Wednesday 5/26	10:00	12:00	1:30	3:30			4.0
Thursday 5/27	9:45	11:30	12:30	4:30			5.75
Friday 5/28							
Saturday 5/29							
Sunday 5/30							
Monday 5/31							
Tuesday 6/1							
Wednesday 6/2							
Thursday 6/3							
Friday 6/4							
Saturday 6/5							
Sunday 6/6							
Monday 6/7							
Tuesday 6/8							
Wednesday 6/9							
Thursday 6/10							
Friday 6/11	9:00	12:00	1:00	4:00			6.0
Saturday 6/12							
Sunday 6/13							

WEEK 1 HOURS: 15.25

WEEK 2 HOURS: 6.0

TOTAL HOURS WORKED FOR PAY PERIOD: 21.25

Supervisor's Signature: SIGN IN INK
Enclose in sealed envelope

QUESTIONS/PROBLEMS: Call Tony Muma (625-5805)

UNIVERSITY OF MINNESOTA
Graduate Assistant Position Announcement

Job Number: **CURA2026**

Date Posted: SEPTEMBER 27, 1996

Position Type: RESEARCH ASSISTANT

Hourly Rate: \$10.88

Application Deadline:

E-mail address:

Percent Time or Hrs/ Week: 25% TIME (130 TOTAL)

Dept Name: CURA (CENTER FOR URBAN AND REGIONAL AFFAIRS)

Prog Name: Community Circle Collaborative

Prog Description:

The Community Circle Collaborative is a growing collaboration of community-based organizations, public staff and officials, and individuals working in a variety of fields, including anti-racism, housing, education, social justice, religion, law, and social research. The collaborative was formed specifically to organize a community-wide study circle project--tentatively called "Beyond busing: a metrowide dialogue about housing and education"--in which at least 200 people from around the Twin Cities metro area will meet in small groups (5-15 people) to discuss the question: How does racial and economic segregation of housing affect educational achievement and life opportunities? The Education and Housing Equity Project--the collaborative member responsible for this activity--is a small nonprofit working to link the issues of school desegregation/integration with the broader issue of residential segregation.

Term of Appointment:

Fall Quarter 1996. Please note: this is a temporary position.

Description of Duties:

This project will involve preparing the discussion guide for the "Beyond Busing..." dialogues. The discussion guide will be used by each of the study circle groups. For each of the five sessions the guide will provide overall session questions, background information, a presentation of different viewpoints, and possible discussion questions. It will also list additional readings on the subjects at hand. The student will work with the collaborative to accomplish the following tasks:

1. Review the extensive research materials already collected regarding residential segregation and education.
2. Determine which information to include in the discussion guide and summarize that data in lay terms.
3. Choose and summarize different viewpoints on these topics for the guide.
4. Develop discussion questions for each session.
5. Prepare overall introduction to the guide and introductions to each chapter.
6. Prepare an "additional readings" appendix.
7. Work with experts, facilitators, and others to revise, edit and finalize guide.
8. Attend pilot study circle to test the draft guide and make any resulting adjustments.

Qualifications Required:

1. Registered U of MN graduate for duration of appointment.
2. Graduate work, preferably at the Ph.D. level, in policy analysis, urban affairs, sociology, or education.
3. Familiarity with current housing, education, and segregation issues.
4. Demonstrated ability to write clearly and effectively for lay audiences (writing samples required).
5. Ability to synthesize and summarize complex materials and concepts.
6. Ability to work with and seek feedback from a group.
7. Fluent in Word 6.0

Application Instructions:

Contact person: Darcy Seaver, Education and Housing Equity Project, c/o MICAH, 122 W. Franklin Ave., #320, Minneapolis, MN 55404, phone: 612/871-8980 (or Ed Drury, CURA 330 HHH Center, 301 19th Ave. S., Minneapolis, MN 55455, phone: 612/625-6045).

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities and employment without regard to race, color, sex, national origin, handicap, age, veteran status, or sexual orientation. In adhering to this policy, the University abides by the requirements of Title IX of the Education Amendments of 1972; by Sections 503 and 504 of the Rehabilitation Act of 1973; by Executive Order 11246, as amended; 38 U.S.C. 2012, the Vietnam Era Veterans Readjustment Assistance Act of 1972, as amended; and by other applicable statutes and regulations relating to equality of opportunity.

Kristy Greenwalt
3501 Emerson Ave S #204
Minneapolis, MN 55408

22 October 1996

Darcy Seaver
Education and Housing Equity Project
122 W Franklin Ave. #320
Minneapolis, MN 55455

Dear Ms. Seaver:

I wish to express to you my interest in the Community Circle Collaborative project. This project deals with what I consider some of the most pressing issues of our time. I admire and appreciate this grassroots, community approach to problem solving and I would enjoy being part of the effort.

My current graduate work in public affairs at the Hubert H. Humphrey Institute, University of Minnesota, focuses on social policy and policy analysis. I have a particular interest in issues concerning race and poverty, which is why I believe this project would also be a great learning experience for me. My undergraduate work in political science also focused heavily on social policy. During my senior year, I conducted a year-long study on equal educational opportunity in the United States. Not only did this project provide me with extensive knowledge concerning how race and class intersect with educational opportunity, but it also gave me the chance to develop and expand my research skills. I conducted literature reviews, analyzed census and survey data, and conducted phone and personal interviews. As a result of my thesis, I became very adept at organizing and summarizing complex material. This project also helped me to objectively look at issues from various viewpoints.

As well as a strong background in research methods and education issues, I also have a great deal of experience working with people. I worked within the Brainerd community for three summers designing and directing children's programs, in which I worked extensively with children and parents of all backgrounds. I have experience as both a camp counselor and camp director, and I have also done quite a bit of coaching. All of these different experiences have provided me with effective communication skills and the ability to work well with people of all kinds.

In conclusion, Ms. Seaver, given my interest and knowledge of these policy areas as well as my research and analytical skills, I believe I could be a valuable addition to your program. Enclosed for your review is a copy of my resume. I would enjoy meeting with you to discuss my qualifications in person. Thank you for your time and consideration.

Sincerely,

Kristy Greenwalt
Kristy Greenwalt

612-827-5877

kgreenwalt@hhh.umn.edu

email:

Kristy Greenwalt

3501 Emerson Ave S #204
Minneapolis, MN 55408
612-827-5877

EDUCATION

Masters of Public Affairs

HUBERT H. HUMPHREY SCHOOL OF PUBLIC AFFAIRS

Expected June, 1998
MINNEAPOLIS, MN

- Primary Concentration: Policy Analysis
- Secondary Concentration: Social Policy

Bachelor of Arts

COLLEGE OF ST. BENEDICT

1992-1996
ST. JOSEPH, MN

Scholastic Achievements:

- Graduated Summa Cum Laude with distinction in Political Science
- Selected for Dean's List eight consecutive semesters
- Granted five different merit scholarships while at St. Ben's

Activities & Honors:

- Honors Thesis, 1995-96
- Government Club, co-president 1994--1996
- International Affairs Club, member 1995-96
- Model United Nations participant:
 - National Conference in New York City, April 1996
 - Regional Conference in Thunder Bay, Ontario, March 1995
- Selected to participate in "Ojos Abiertos," a program based in Cuernavaca, Mexico to study poverty in developing nations, January 1995
- Article on "Ojos Abiertos" published in Sisters Today, July 1995
- Varsity Volleyball, 1992--1994
- Varsity Softball, 1993
- National Softball Coaches' Association "All-America Scholar Athlete," 1993

EMPLOYMENT

Office/Dining Room Manager
LOST LAKE LODGE

Summers 1995, 1996
LAKE SHORE, MN

Responsibilities include reservations, billing, sales, dining room oversight, staff management, guest services, inventory control, and data entry.

Men's Junior Varsity Volleyball Coach
ST. JOHN'S UNIVERSITY

1993-94
COLLEGEVILLE, MN

Responsible for scheduling gym time and events, planning practices and running drills.

Program Instructor
CITY OF BRAINERD, PARK & RECREATION DEPARTMENT

Summers 1992--1994
BRAINERD, MN

Designed and directed children's recreational and educational summer programs.

SKILLS

- strong analytical skills
- effective and professional communication skills
- extensive research experience: literature reviews, data and survey research, telephone and personal interviews
- detailed knowledge of education policy issues such as education funding, equalization efforts, vouchers, school choice, etc.
- strong command of Macintosh (Microsoft Word Perfect, Microsoft Excel, Filemaker, Pagemaker, etc.) and IBM (Windows) programs

SHERRI B. GREEN
3828 Harriet Ave S.
Minneapolis, MN 55409
(612)940-6069

WRITING

Video Department Assistant and Media Department Assistant. Greenpeace USA, Video Department, Maintained a video library. Handled requests and acquisitions. Maintained mailinglists. Videographer for conferences and symposiums. Assisted producer and videographer in the production of news electronic press releases. Edited small programs for various departments. Coordinated freelance videographers. Acted as point person while producer and videographer were in the field. Giving support in the planning and implementation of press events. Directing and channeling media telephone calls and mail to media relations persons. Maintaing media national clippings file. (8/90-2/91)

Writer and designer of brochures for Deafness Education Advocacy Foundation and Direct Connect-Minnesota Relay Service. (1989)

Copy Editor of quarterly newsletter for United Arts Fund. (1988-Winter, 1989)

SOCIAL SERVICES

Mental Health Home Worker. At Home, Inc. Liaison between mentally ill adults living in the community and nurses monitoring their physical and mental health for signs of self-neglect and deterioration. Case managemet dealing with financial workers, doctors, health adminstrators and families of the clients. (2/94-2/95)

Habitation Coordinator I. R.E.M. Lyndale. Habitation and program counseling for adult developmentally disabled criminal offenders. (3/93-10/93)

Residential Coordinator I. Oakwood Residence, Inc. Habitation and program counselor for adults with Prader-Willi Syndrome. (12/92-9/93)

Attendant. Cooperating Community Programs St. Paul MN. Living with a vulnerable adult to secure and normalize their living condition. (5/89-5/90)

Youth Worker I. Booth Brown House Salvation Army St. Paul, MN. Worked with adolescents on an adolescent behavioral treatment unit and shelter units, managing their behaviors, counseling them one-on-one and in groups, also supervising and arranging activities for these teens. (8/89-5/90)

Weekend Live-in Housemate. FOCUS Homes St. Paul, MN. Living on weekends with three mentally retarded adults. Supervising their behavioral programs and managing activities to create a full and safe life. Passing medications. (12/88-5/89)

VIDEO

Editing Assistant. (training) Vaughn Communications, Inc. Avid Media Composer. (7/95-10/95) KLM Video, Inc. Bethesda, Maryland. SuperScribe, Ampex ESS-Still Store. Preparation GVG 200 produciton Switchers and GVG 51 Em Editor and various 1" and interformat deck configurations. (6/92-9/92)

Floor Manager & Teleprompter Operator. American Red Cross Productions. (5/91-

10/92))

Studio Camera & Audio person. George Washington University Television, Worked on live, interactive telecasts using video camera Sony M7, audioboard Yamaha Stereo M512 with live phone-ins. Duties include on air roll-ins and use of Abekas A-42 still store, Grass Valley Group 1600 switcher, waveform monitor, time base corrector, and Sony 3/4" BVU 800's and 900's decks. Setup and breakdown of equipment and props for shows. (1/91-10/92)

Assistant to the producer. BET, Black Entertainment Television, Assisted producer in the production of a pilot, a film and television preview for the 1990 fall season. Chose video and sound bites. Assisted producer in edit sessions. Chose music for segment introduction. Assisted in writing voice overs. Logged and transcribed interviews. Researched the film and television industry. (6/90-8/90)

Assistant to the producer. KTCA, Minnesota Public Television, Assisted producer in the selection of performers and with hospitality for performers and audiences. Found and organized audiences for shows. Logged videotapes. (1/90-3/90)

Member of DCTV Cable Access and St. Paul Cable Access. Independent Film Project North, Women In Communications, Inc. Twin Cities Chapter Participant in Intermedia Arts Extensions :Mentor Program (1994) Works in progress Deceitful Gifts (1992-present;documentary- fiscal sponsor Women Makes Movies) "Feeding Baby," (1994-present; 10minute film short).

CUSTOMER SERVICE

Customer Service Representative. MicroVoice Applications, Inc. Writing ad copy, sale of related, supplementary system products and informational support for ad placement and telecommunications systems information for over 275 newspaper across North America. (7/95-3/96)

Library Specialist I. Biomedical Library Diehl Hall University of Minnesota. Provided library support for students, researchers, and faculty, using computerized catalogue systems and databases, giving general information about the library and locating materials. Counter copy service using cash register, maintaining copiers and managing the flow of copy users to the machines. (2/93-5/93)

Sales and Customer Service. City Bikes. Washington, D.C.-a full service bicycle sales and maintenance shop serving the metropolitan District of Columbia. Highest volume of sales in bicycle wear and accessories, also selling bikes and supporting repair staff by initialing contact and liaison for customer-troubleshooting, theft and fraud intervention.(5/92-10/92)

Book sales and Customer Service. Bicks Books Washington, D.C.-a independent book store. Book sales shelving, inventory maintenance, customer information. (3/91-5/92)

Technology Tour Guide. Tech 2000 Washington, D.C.-a gallery of interactive multi-media displays that allows the public to have hands on access to advanced technology. Introducing groups to displays explaining their function, how to use them and the technological advancements that made them possible. (9/90-3/91)

Evening Manager Retail Sales. Blair Bookstore St. Paul, MN. Made nightly deposits, operated cash register, procured and monitored inventory, created store displays, and maintained merchandising. (8/87-2/88)

THEATRE

Literary Department Assistant Penumbra Theatre Company. Cornerstone Dramaturgy and Development Project. (Spring/Summer 1995) **Member** The Playwrights' Center (1995) **Work in Progress** *The Boltsniffers* (1994-present) **Stage Manager.** A.C.D.C. Gallery. Short Performance Series. Alex Totz, Director(Fall 1991) **Stage Manager and Assistant Stage Manager.** Source Theatre. Washington Theatre Festival (Summer, 1991)

EDUCATION

University of Minnesota/ Intermedia Arts of Minnesota video production and writing courses. Currently graduate student Master of Liberal Arts Program. Macalester College B.A. in Philosophy, 1991. Extensive course work in studio art. Macintosh and IBM PC's with a working knowledge of Page Maker, Word Perfect, Database III and Lotus 1-2-3.

8400 Demontreville Trail
Lake Elmo, MN 55042
October 7, 1996

Ed Drury
CURA
330 Humphrey Center
301 19th Avenue South
University of Minnesota
Minneapolis, MN 55455

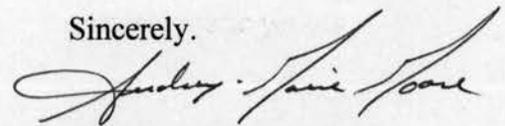
Dear Mr. Drury,

I wish to express my strong interest in the Research Assistanceship with the Community Circle Collaborative. Your current project to develop the discussion guide, "Beyond Busing", is very important to the discussion of issues related to racial and economic segregation of housing and how they affect educational achievement and life opportunities; I would truly enjoy contributing to this effort.

My contributions would include experience as a substitute elementary school teacher in the state of California as well as research and program coordinating experience. I also have a great deal of interest in the education and future of our children.

As a first year graduate student at the Hubert Humphrey Institute of Public Affairs, I am seeking to specialize in Economic and Community Development with a secondary focus in education policy. I have a great deal of computer experience and believe that my interest and experience in the field of education could contribute to your work. I would be available for part-time during the school year and full-time in the summer. I would be pleased to have the opportunity to discuss this position with you and hope that you give the enclosed resume consideration. Thank You.

Sincerely,



Audrey-Marie Moore

Audrey-Marie Moore
8400 Demontreville Tr. N.
Lake Elmo, MN 55042
(612)779-8758

**Professional
Profile**

- * Research experience using computer analysis as well as program coordinating experience.
- * Experience teaching and working extensively with children.
- * Strong interest in economic and community development.
- * Masters degree focusing on economic and community development with a .
Secondary focus on education policy.

Education

HUMPHREY INSTITUTE OF PUBLIC AFFAIRS, UNIVERSITY OF MINNESOTA,
MINNEAPOLIS, MINNESOTA
Master of Arts in Public Affairs anticipated June 1998. Concentrations in Economic and
Community Development with a secondary focus in International Education Policy.

UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MINNESOTA
Bachelor of Arts, June 1991. Major: International Relations.
Deans List 1990. Graduating GPA: 3.6

Experience

MORONGO UNIFIED SCHOOL DISTRICT - 29 PALMS, CA
Substitute Teacher

As a substitute teacher, I provided assistance to teachers in the Morongo Unified School District. I worked at the elementary school level on an on-call basis; however, due to the great need for teachers in the area, I worked almost every day since my appointment in April. I also utilized my teaching skills on long term assignments for teachers on leave and headed a five week tutoring program to prepare students for the California Basic Skills Test. April 1995 - July 1996.

CAREER RESOURCE MANAGEMENT CENTER - 29 PALMS, CA
Volunteer Staff Assistant

As a Volunteer Staff Assistant, I provided assistance to new or transitioning Marines and their family members. This involved registering them for workshops, providing assistance in reviewing resumes for spouses seeking local employment, supervising the computer lab, providing computer assistance, training new volunteers and occasionally teaching the local employment class. In July 1995, I was selected to represent the Marine Corps at a Spouse Employment Forum held in Washington D.C. While there, I was selected by my peers to brief the Department of Defense on some of the employment problems faces by spouses in the military. Sept. 1994 - April 1995.

GREENCOAST TRADING CORPORATION - San Diego, CA
International Broker/Office Manager

As an International Broker, I was responsible for overseeing the contact between buyers and sellers on the International Trade Market. This involved locating various buyers and sellers in the markets of steel, sugar, and ships, negotiating contracts, overseeing Letters of Credit as well as other payment methods, and keeping lines of communication open between all parties involved. This job involved extensive use of my various language skills, problem solving skills, organizational and customer service skills. Aug. 1993-Sept. 1994

BEE INTERNATIONAL - San Diego, CA
Customer Service Manager/ Asst. Shipping Coordinator

As Customer Service Manager, I oversaw the processing and problem solving of orders sent in by our brokers. As the shipping coordinator, I coordinated the shipping and receiving of orders, met with representatives from transportation companies and negotiated rates. I also utilized two computer programs to analyze the brokers' sales progress and utilized my language skills to aid foreign customers. Oct. 1991 - Aug. 1993.

MINNESOTA INTERNATIONAL CENTER - Minneapolis, MN
Volunteer Program Coordinator

As a volunteer program coordinator, I worked on Home stay Programs locating host families for international students taking classes at the University of Minnesota. I also worked at the International Reception Center where we aided incoming international students with housing, registration, and cultural assimilation. I also provided language assistance where needed. June 1991 - Sept. 1991.

UNIVERSITY OF MINNESOTA - Minneapolis, MN
Undergraduate Research Assistant

I was responsible for coding research material for Prof. Kaare Strom that would be used in computer analysis. I also conducted data gathering research on European Parliamentary Systems from 1960-1989. I designed a more efficient method for coding and data gathering to facilitate the work for the next person who continued the project. Jan. 1990 - April 1990.

Personal

- * Fluent in Portuguese, English, Spanish, and studied French for nine years.
- * Lived in Brazil and India as well as traveled extensively abroad.
- * Proficient in WordPerfect, Windows, and Lotus Applications.
- * Experience as a volunteer interpreter for the United States Gymnastics Federation.
- * Supervised teams of people at phone banks during the 1992 Presidential Campaign.
- * Competitive gymnast and figure skater for fourteen years.
- * Have coached gymnastics for six years.
- * Enjoy working with international people and communications.

References

Available on request.

Theron Shaw
2400 Garfield Avenue South
Minneapolis, Minnesota 55405
Tel. 612/813-0806 email: tshaw@hhh.umn.edu

Rec'd 10/1/96
called him 10/5/96
- he's accepted
another
position

September 30, 1996

Darcy Seaver
Education and Housing Equity Project
c/o MICAH
122 W. Franklin Ave., #320
Minneapolis, MN 55404

Dear Ms. Seaver:

In response to your recent posting of a research assistant position with the Community Circle Collaborative, I would like to submit the enclosed resume for your consideration. I am a graduate student at the Hubert Humphrey Institute of Public Affairs, with a concentration on community and economic development.

My background includes a range of experiences doing research and writing for community-based organizations. Working with the Asian NGO Coalition and the Infanta Community Development Association (Quezon, Philippines), I had the opportunity to implement baseline assessments of a rural community, carry out personal interviews and prepare a final report and analysis.

Working with Improved Solutions for Urban Systems (ISUS), Inc., my research, writing and communication skills were further called upon in responsibilities that included preparation of reports, grant proposals and articles for publication. This position involved significant administrative responsibility, problem-solving, and the need to work independently.

My education and work experiences have provided me with strong writing, communication and interview skills, as well as a range of experiences with community-based organizations. My own academic and professional interests in sustainable communities relate closely to the Community Circle Collaborative's 'Beyond Busing...' project. With a background and continuing interest in community development work, I am excited at the prospective opportunity to be involved with this initiative.

I look forward to discussing my background with you at greater length as it relates to this position. I can be reached by telephone at 813-0806 or by email at tshaw@hhh.umn.edu. Thank you.

Sincerely,


Theron Shaw

Theron

Theron Shaw
2400 Garfield Avenue South
Minneapolis, Minnesota 55405
Tel. 612/813-0806 email: tshaw@hhh.umn.edu

Education

- Lester B. Pearson College (1991) - International Baccalaureate; bilingual diploma
-selected as one of three American delegates (1989-1991)
- Miami University (1995) - B. Phil.; *summa cum laude*; GPA 4.0; University honors;
interdisciplinary focus on Poverty and International Development
- Benjamin Harrison Scholar - one of 15 1992 recipients of full four year academic
scholarship
- Dickinson Guiler Scholar-Leader Award - one of 40 recipients selected for one year
leadership seminar and financial award
- Phi Beta kappa member, inducted 1995

Work Experience

Program Coordinator, Improved Solutions for Urban Systems, Inc., Dayton, OH (1995-present)

Responsibilities:

- program development
- researching and writing grant proposals; extensive research use of World Wide
Web
- administrative assistance with reports, correspondence and internet
communications
- facilitation of leadership development sessions with students
- assist with skills assessment and career aptitude testing of incoming students

Program Intern, Asian NGO Coalition, Manila, Philippines (summer 1994)

Responsibilities:

- implementing baseline assessment of a rural Philippine community (Infanta,
Quezon)
- drafting reports and proposals for United Nations Development Program (UNDP)
- carrying out field study of "people's participation" in the development process of
Infanta, Quezon

Experiential Learning Facilitator, Outdoor Pursuit center, Miami University (1994-1995)

Responsibilities:

- facilitating small groups from diverse populations on challenge course and high
ropes course
- leading weekend and extended wilderness trips for university students
- teaching introductory skills at indoor climbing wall

Paraprofessional Counselor, Community Crisis and Counseling Center, Oxford, OH (1993-1995)

Responsibilities:

- providing crisis counseling on 24 hr. hotline
- referring callers to appropriate Butler County social services

Summer Intern, American Friends Service Committee, Dayton, OH (summer 1995)

Responsibilities:

- organizing Alternatives to Violence Project (AVP) workshop for diverse Dayton area youth
- researching Dayton resources on youth and conflict management

Teaching Assistant, International Baccalaureate (IB) program, Maktab Rendah Sains MARA, Kuala Lumpur, Malaysia (1991-1992)

Responsibilities:

- drafting correspondence and quarterly reports to Southeast Asia regional IB office
- organizing extracurricular program for Muslim student body; included networking with community organizations
- implementing recruitment and promotional efforts for IB program throughout Malaysia
- providing tutoring and advising for students

References

Ms. Ann B. Higdon
Executive Director
Improved Solutions for Urban Systems,
Inc.
100 N. Jefferson St., Suite 602
Dayton, OH 45402
Tel. 513/223-2323
FAX 513/223-9303

Mr. Bishan Singh
Management Institute for Social Change
(MINSOC)
2114 1st Floor, Jalan Merpati
25300 Kuantan
Pahang Darul Makmur
MALAYSIA
Tel. 609 5133160
FAX 609 5144982

Dr. William Newell
Western College Program
Miami University
Oxford, OH 45056
Tel. 513/529-2213
FAX 513/529-5849

Dr. Richard Nault
Dean of Students
Miami University
Oxford, OH 45056
Tel. 513/529-4631
FAX 513/529-3445

EDUCATION & HOUSING EQUITY PROJECT

September 10, 1996

Fred Smith
Center for Urban & Regional Affairs
301 19th Ave So, Suite 330
Minneapolis MN 55455

Dear Fred:

Pursuant to our conversation yesterday, I enclose a Communiversy Personnel Grant application and related job description. In addition, I enclose a draft outline of the Discussion Guide for the project, as well as a Letter of Support from the Study Circle Resource Center.

Thank you for encouraging us to submit this and accepting it a bit late into your process. I hope the Communiversy grants committee will agree that this is an important and worthwhile project. We believe it would be an excellent opportunity for a graduate student as well as an effective use of CURA funds. The Guide would be used by many people (including as a model in other cities) and we hope for many rounds of similar study circles.

Thank you again, Fred. If you have any questions or require additional information, please contact me at 871-8980.

Sincerely,



Darcy Seaver, Co-Coordinator

Communiversitv Personnel Grants

APPLICATION

Agency/Organization: Education & Housing Equity Project, on behalf of the Community Circle Collaborative
Address: 122 West Franklin Ave, #320, Minneapolis, MN 55404
Telephone Number: 612/871-8980
Title of Activity: Preparation of *Beyond Busing* discussion guide

Description of Activity:

This project will involve preparing the Discussion Guide for a study circle project -- tentatively called "Beyond busing: A metrowide dialogue about housing and education" -- in which at least 200 people from around the Twin Cities metro area will meet in small groups to discuss the question: "How does racial and economic segregation of housing affects educational achievement and life opportunities?" The Community Circle Collaborative itself is a growing collaboration of community-based organizations, public staff and officials, and individuals working in a variety of fields, including anti-racism, housing, education, social justice, religion, law, and social research who have come together specifically to organize this important dialogue.

The Discussion Guide will be used by each of the study circles groups. 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

Objectives:

1. Review the extensive research materials already collected by the Collaborative regarding residential segregation and education;
2. Determine which information to include in the Discussion Guide and summarize that data in lay terms;
3. Choose and summarize different viewpoints on these topics for the Guide;
4. Develop discussion questions for each session;
5. Prepare an overall introduction to Guide and introductions to each chapter;
6. Prepare an "Additional readings" appendix;
7. Work with experts, facilitators, and others to revise, edit, and finalize Guide;
8. Attend pilot study circle to test the draft Guide and make any resulting adjustments.

Evaluation Process:

The Discussion Guide committee of the Collaborative will provide on-going guidance, support, and evaluation of this project. Two Collaborative partners - the Education & Housing Equity Project and the Institute on Race & Poverty - will provide the research materials and assist in the preparation of the Guide. A draft of the complete Guide will be reviewed and evaluated by the Guide committee, which includes experts in these fields, non-experts, and facilitators. In addition, a pilot study circle will be held to test the draft Guide and comments from that pilot circle will be provided for preparation of the final version of the Guide. Finally, each study circle participant will be asked to provide evaluation feedback on various aspects of the project, including the Guide and its preparation.

Activity Start Date: May 1996 **Activity End Date:** December 1996
Desired date for receiving Grant: September 15, 1996 or as soon as possible

Submitter: Darcy Seaver
Position/Officer: Coordinator, Education & Housing Equity Project (and Coordinating Partner of the Community Circle Collaborative)
Executive Officer: n/a

Communiversy Personnel Grants

Job Description for Graduate Students

Brief Description of Agency:

The Community Circle Collaborative is a growing collaboration of community-based organizations, public staff and officials, and individuals working in a variety of fields, including anti-racism, housing, education, social justice, religion, law, and social research. The Collaborative was formed specifically to organize a community-wide study circle project -- tentatively called "Beyond busing: A metrowide dialogue about housing and education" -- in which at least 200 people from around the Twin Cities metro area will meet in small groups (5-15 people) to discuss the question: "How does racial and economic segregation of housing affects educational achievement and life opportunities?"

The Education & Housing Equity Project - the Collaborative member responsible for this activity - is a small nonprofit working to link the issues of school desegregation/ integration with the broader issue of residential segregation.

Brief Description of Activity:

This project will involve preparing the Discussion Guide for the "Beyond Busing" dialogues. The Discussion Guide will be used by each of the study circles groups. 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.

Responsibilities: The student will work with the Collaborative to accomplish the following tasks:

1. Reviewing the extensive research materials already collected regarding residential segregation and education;
2. Determining which information to include in the Discussion Guide and summarizing that data in lay terms;
3. Choosing and summarizing different viewpoints on these topics for the Guide;
4. Developing discussion questions for each session;
5. Preparing overall introduction to Guide and introductions to each chapter;
6. Preparing an "Additional readings" appendix;
7. Working with experts, facilitators, and others to revise, edit, and finalize Guide;
8. Attending pilot study circle to test the draft Guide and make any resulting adjustments.

Qualifications:

- Graduate work, preferably at the Ph.D. level, in policy analysis, urban affairs, sociology, or education;
- Familiarity with current housing, education, and segregation issues;
- Demonstrated ability to write clearly and effectively for lay audiences (writing samples required);
- Ability to synthesize and summarize complex materials and concepts;
- Ability to work with and seek feedback from a group;
- Fluent in Word 6.0

Number of Hours/Week: 10 hours/week

Salary: \$10.06/hr

Contact Person: Darcy Seaver, Education & Housing Equity Project

Job Address: c/o MICAH
122 West Franklin Avenue, #320
Minneapolis MN 55404



The Center for Urban and Regional Affairs was established to help make the University of Minnesota more responsive to the needs of the larger community and to increase the constructive interaction between faculty and students, on the one hand, and those dealing directly with major public problems, on the other hand.

Center for Urban and Regional Affairs
330 Hubert Humphrey Center
301 19th Avenue South
Minneapolis, Minnesota 55455

Communiversity

Personnel

Grants

Center for Urban and Regional Affairs
 University of Minnesota

An Opportunity!!!

WHO: Community based, non-profit organizations and agencies, especially (but not limited to) those working with American Indians, Afro-Americans, Chicanos and Southeast Asians.

WHAT: Assistance to help with staff development, research, program evaluation and other short-term organizational projects.

HOW: Communiversity personnel grants from the University of Minnesota's Center for Urban and Regional Affairs.

The purpose of the communiversity personnel grant program is to assist community based non-profit agencies and organizations, particularly those serving American Indian, Afro-American, Chicano and/or Southeast Asian clientele, in initiating projects requiring short-term personnel assistance. This assistance is provided in the form of a grant which will allow agencies to hire a University of Minnesota graduate student or faculty member to assist with staff development, preliminary research, survey development, program evaluation, issue exploration and other short-term projects.

The agency gains by having qualified temporary staff assistance and the university faculty member or student gains by his/her experience with the community organization.

GENERAL INFORMATION

- Projects are of short duration — generally the equivalent of one quarter.
- Only University of Minnesota graduate students or faculty may be hired to assist community agencies or organizations under this program. Most often the person hired will be a graduate student.
- Extension requests will be given low priority.
- Grants are given for personnel assistance only. No provisions can be made for other expenses.

PROCEDURE FOR SUBMITTING GRANT REQUESTS

Grant requests must be submitted by the fall and spring deadline dates so as to allow ample time to post job notices at the Graduate School. The normal range of awards is between \$900 and \$1,300. It is not necessary to submit a detailed, formal proposal for the grant request but we suggest that you use the attached application form. Regardless of format, the following information must be included:

- Your name, address, telephone number, agency or organization.
- Title of activity and description.
- Purpose of activity.
- Objectives to be completed.
- Time period of the anticipated grant. (Projects must be completed within an academic quarter. The academic quarters end on the following dates: Fall — December 15; Winter — March 15; Spring — June 15.)
- Description of the proposed work.
- A job description stating required education and experiences and a listing of major responsibilities for the graduate students.
- If you need more information please call (612) 625-1551.

DEADLINES FOR SUBMITTING GRANT REQUESTS.

- August 28 for fall and winter academic quarters.
- February 1 for spring and summer academic quarters.

Fred (F) 624-0273

PLEASE SEND ALL GRANT REQUESTS TO:

Center for Urban and Regional Affairs
330 Hubert Humphrey Center
301 19th Avenue South
Minneapolis, Minnesota 55455



UNIVERSITY OF MINNESOTA
TWIN CITIES

Center for Urban and Regional Affairs
330 Hubert Humphrey Center
301 19th Avenue South
Minneapolis, Minnesota 55455

Community Personnel Grants

APPLICATION

Date: _____

Agency/Organization: _____

Address: _____

Telephone Number: _____

Title of Activity: _____

Description of Activity:

Objectives:

Evaluation Process:

Activity Start Date: _____ Activity End Date: _____

Desired date for receiving Grant: _____

Submitter: _____

Position/Officer: _____

Executive Officer: _____

Communiversy Personnel Grants
Job Description
for
Graduate Students

Brief Description of Agency:

Brief Description of Activity:

Responsibilities:

Qualifications:

Number of Hours/Week: (*usually* no more than ten)

Salary: \$10.06/hour

Contact Person:

Job Address: