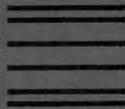




## Education and Housing Equity Project Records.

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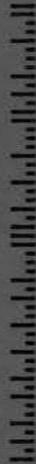
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FIRST CLASS PERMIT NO. 24886 MINNEAPOLIS, MN

POSTAGE WILL BE PAID BY ADDRESSEE



Dennis Schultz, Project Coordinator  
Columbia Heights School District 13  
1400 49th Ave. N.E.  
Columbia Heights, MN 55421-9839



Dennis Schultz, Project Coordinator  
Columbia Heights School District 13  
1400 49th Ave. N.E.  
Columbia Heights, MN 55421-9839

# Leadership Shadowing Program

## Session #1

*An exciting learning opportunity for  
administrators in metro-area school districts*

The Metro Professional  
Development Center for Leadership

### ***The Leadership Shadowing Program***

The Leadership Shadowing Program is an opportunity for administrators to enhance their leadership skills through training in multicultural and diversity issues. The program is a practicum for administrators from the seven county metropolitan school districts surrounding and including Minneapolis and St. Paul. If adequate numbers of administrators apply, each participant shall be paired with one to three others. Hopefully, suburban administrators will be paired with urban. Pairings will be made at an informational meeting to be held on June 17, at the Sheraton Midway Hotel (I94 & Hamline) from 11 am to 1:30 pm. Additional pairings, for those participants not able to attend on the 17th will be made according to school level, interests, strengths and preferences as indicated on the application form.

### ***Program Requirements***

Requirements for the shadowing program include:

- Pre and post shadowing meeting with all program participants
- One to four days (determined by pair) of shadowing at the other school. (Shadowing may be done at one or more of the schools represented by the administrators.)
- Sharing what you learned from the experience with others.

### ***Benefits of Program Participation***

- Knowledge, insight and skills
- Building collegial bridges between districts, administrators, and staff members.
- Up to 30 professional growth clock hours towards relicensure
- A \$75. stipend per day of shadowing, either hosting or visiting (\$300. maximum)

### ***An Opportunity to Learn About These Topics Relating to Diversity and Multicultural Issues:***

1. Management - Leadership
2. Increasing academic expectations
3. Curriculum and assessment (multiple sources)
4. Schoolwide environment/visual images
5. Motivation of staff and student
6. Conflict resolution
7. Student relations across race and gender
8. Parent, community and school involvement
9. Staffing
10. Addressing the affective domain (sense of belonging)
11. Professional development
12. Team building/decision making
13. Organizational climate
14. Language of equity
15. Moral and ethical considerations
16. Material resources/media services/instructional materials.

### ***More Information***

If you need additional information or have questions about the Leadership Shadowing Program, contact one of the following people:

#### **George Lilliquist**

Principal of the Technology Learning Campus  
(612) 535-2112

#### **Susan Manikowski**

Lead Associate for Professional Development,  
Robbinsdale Area Schools  
(612) 536-3121

#### **Dennis Schultz**

Project Coordinator, Columbia Heights Schools  
(612) 586-4529

### ***Program Dates - Session #1***

The program will begin with a pre-shadowing workshop on Monday, June 17, 1996 at the Sheraton Midway hotel, 11 am to 1:30 pm. Lunch will be provided. The shadowing experiences will be arranged by participants on any school days in September through November, 1996. A post shadowing workshop will be held in early December (date and location to be determined). Two more sessions are being planned for the second semester of 1997. If you cannot participate in Session #1, you may be involved in Session #2 or #3 providing the spaces for the entire program are not used in Session #1.

### ***How to Participate***

Space for all three sessions is limited to 80 participants. Please fill out the form below and return no later than June 7, 1996.

Name \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_

School Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

Grade Levels \_\_\_\_\_ Enrollment \_\_\_\_\_

Percent of student diversity \_\_\_\_\_ Staff diversity \_\_\_\_\_

List four topics by number, from the previous list, which you would like to learn more about.

\_\_\_\_\_

List the topics you feel you could offer valuable insight or experiences by a visit to your school.

\_\_\_\_\_

10/15/96 C3

Aysha	Melissa
Hal	Jim McD
Me	Dick
10/15/96	Nancy

① Date moving ok w/ Melissa

② Participant ideas

▶ Peter Raddiffe, Macalester History Dept.  
696-6371

Also @ Macalester:

- Today Office
- <sup>Mae</sup> Weekly E

696 6000.  
~~XXXXXXXXXX~~ 4 days out

Associated  
Colleges of  
Twin Cities  
(AETC)  
Lyall College

▶ Anthony Pinn, Religious Studies Dept. 696-6151

▶ Michelle Sanford, ~~Alliance~~ Hsg Referral & @Alliance

③ Youth

- Bruce's memo

④ MIAR interfaith workshop 5-6 pm

*Community Circle Collaborative*  
*PARTNER OUTREACH (as of 7/16/96)*

First contact needed:

- \*\*St. Paul Human Rights Commission (Josephier Brown: 266-8964; Dick to do)
- \*MN League of Human Rights Commissions (535-1051)
- \*MN Association for Adult Education (Roger Sween: 296-2821)
- \*St. Paul United Way
- \*Council of Metropolitan Area Leagues of Women Voters (Teddy Geokezas)
- \*MN Inclusiveness Program (Cathy Nelson, 473-9350, 1125 Harbor Lane, Plymouth MN 55447-4574; resource to school district efforts to meet needs of diverse student population; works directly with teachers, parents, administrators and community members)
- \*Citizen's League (Barbara Lukermann?) (Director is Lyle Wray, 338-0791, 708 South Third St, #500, Mpls 55415)
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- African American Family Services (Salimah Majeed, 642-0021, 1041 Selby Ave, St. Paul 55104 and 2616 Nicollet Ave So, Mpls 55408)
- All Parks Alliance for Change (Glenn Shoemaker, 644-5525, 2395 University Ave West #202, St. Paul 55114)
- Alliance of Early Childhood Professionals (Margaret Boyer, 721-4246, 1600 East Lake St, Mpls 55407)
- American Children's Fund (David O Van Ness, 778-1597, 845 Fremont Ave, St Paul 55106) (?)
- American Indian Research & Policy Institute (John Poupart, 644-1728, 749 Simpson Street, St Paul 55104)
- Association of Metropolitan School Districts (ask Zib)
- BIHA Women in Action (Alice O. Lynch, 870-1193, 122 W Franklin #306, 55404)
- Boys and Girls Club of Minneapolis (James Crotty, 872-3640, 2323 11<sup>th</sup> Ave So, Mpls 55404)
- Boys and Girls Club of St. Paul (Chet Emerson, 771-3550, 1620 Ames Ave, St Paul, 55106-2904)
- Centro Cultural Chicano (Augustine Dominguez, 874-1412, 2025 Nicollet Ave So, Mpls 55404)
- Children's Defense Fund - MN Office (James Koppel, 227-6121, 550 Rice St, St Paul 55103)
- Chicanos/Latinos Unidos En Servicios (CLUES)
- Communities of Color Institute (Sharon Tolbert Glover, 379-3931, 1313 Fifth Ave SE #311, Mpls 55414)
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the larger public on community development and its role in society today)

East Metro Women's Council (Carol Banister - 773-8401, East Metro Place, 3521 Century Ave North, #213, White Bear Lake, MN 55110)

Educational Resource Network (TERN) (Christopher Kopka, 729-2257, 5008 Thomas Ave So, Mpls, 55410 - a volunteer organization dedicated to producing and distributing high quality, low cost learning materials to public schools and community education programs)

Family & Children's Service (Louise Brown or Terrance Steeno, 339-9101, 414 South 8<sup>th</sup> St, Mpls 55404)

Family Housing Fund of Mpls and St. Paul (Tom Fulton, 375-9644, 801 Nicollet Mall, #1840, Mpls 55402)

Family Resource Center (Payne-Phalen Family Support Project - Collin Shaghnessy, Project Manager: 293-5990 - has parent discussion groups)

Glenwood-Lyndale Community Center (Christian Akale, 342-1500, 908 Fifth Ave North, Mpls 55405)

Downtown Council

Greater Mpls Metropolitan Housing Corporation (Carolyn Olson, 339-0601, 514 Nicollet Mall #500, Mpls 55402)

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Hamline Dialogues (Dick)

Hmong Youth Association of MN (Fong Lee, 225-9421, 379 University Ave, #214, St. Paul, 55103)

Housing Resource Center - Lutheran Social Service of MN (Bill Vanderall, 879-5266, 2414 Park Avenue South, Mpls, 55404)

Individual groups/individuals that make up MLAR

Institute for Education & Advocacy (Rev. Joan Marie Dehzad, 378-9114, 1219 University Ave SE, Mpls 55414 - provides education, mentoring and social services to refugees and immigrants in the Twin Cities)

Institute for Learning & Teaching (?) (Wayne Jennings, 645-0200, 449 Desnoyer, St. Paul, MN 55104-4915 - advances educational reform through programs, newsletters and books)

Interfaith Action (Jay Schmitt, 870-8846, 3225 East Minnehaha Parkway, Mpls 55417)

Interfaith Alliance (Maureen Gedes - sp?)

Jewish Community Center of Greater Minneapolis

Jewish Community Center of Greater St Paul Area

Jewish Family & Children's Service

JOBS NOW Coalition

Kettering Foundation

Lao Parent Teacher Association

Loring -Nicollet-Bethlehem Community Centers

MAPA (Mel Duncan)

Metro Women's Center

Minneapolis Urban League  
Minneapolis PTA Council  
Minneapolis Public Housing Authority  
MN Collaboration Project (John Norton, 647-6661, 420 North Lexington  
Parkway, St. Paul 55104) (?)  
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MN Friends of Public Education  
MN Housing Partnership (Chip Halbach)  
MN Office of Citizenship & Volunteer Services  
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MN Women's Education Council  
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Neighborhood groups  
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NEMCAH (Ann Ochoa)  
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Organization of Chinese Americans of MN (Joseph Hui)  
Organizing Apprenticeship Project  
Parents in Community Action  
Phyllis Wheatley Community Center  
Plymouth Christian Youth Center  
Project for Pride in Living  
Rainbow Research  
Sabathini Community Center  
Search Institute  
St. Paul Urban League  
Two or More  
Wilder Foundation and/or Wilder Research Center  
YMCA  
YWCA (Nancy Hite)

*Suburban*

Anoka County Community Action Program, Inc. (Blaine)  
Anoka-Hennepin Educational Foundation (Coon Rapids)  
Black Music Educators (Woodbury)  
Bloomington Child Development Association  
Central Center for Family Resources (Spring Lake Park)  
Community Action Council, Inc. (Apple Valley)

Community Housing & Service Corporation  
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 Helping Hand Housing Fund (Apple Valley)  
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 Human Services, Inc. in Washington County (Oakdale)  
 Interchurch Community Association (Florence C. Bogle, 938-3758, 13120 East  
 McGinty Road, Minnetonka 55305)  
 Interfaith Outreach and Community Partners  
 Louise Whitbeck Fraser Community Services  
 Lutheran Home Foundation (Belle Plaine)  
 Metro Women's Center  
 Minnetonka Public Schools Foundation for Excellence  
 Neighbors, Inc. (South St. Paul)  
 New Life Family Services  
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 Peace Center, Inc. (New Prague)  
 Personal & Community Resource Program  
 Robbinsdale Area Community Education Center  
 Scott-Carver-Dakota CAP Agency, Inc. (Skakopee)  
 South Hennepin Adult Programs in Education  
 South Hennepin Regional Planning Agency  
 South St Paul Educational Foundation (South St. Paul)  
 Suburban Community Channels (?)  
 Thomas E. and Edna D. Carpenter Foundation (Hastings) (?)  
 Transforming Schools Consortium (?)  
 United Community Network (Circle Pines) (?)  
 United Way of Forest Lake School District #831 (Forest Lake)  
 United Way of Hastings  
 Volunteers Enlisted to Help People, Inc. (?)  
 Volunteers of America in MN  
 West Hennepin Community Services  
 West Suburban Teen Clinic

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Rainbow Research  
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Search Institute  
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 Volunteers of America in MN  
 West Hennepin Community Services  
 West Suburban Teen Clinic

Islamic  
 Center  
 for  
 MN  
 (Fridley)

# FAX COVER

To: Bruce Vandal

Company :

Fax Number : 330-1510

From :

Company : MICAH

Fax Number : 000-612-871-8984

Subject : Study/strategy circle status report

Pages including cover page: 2

Date : 3/21/96

Time : 2:15:10 PM

## MESSAGE

Hi Bruce!

Thanks for your help at this morning's meeting. Please review the attached status report -- I thought it might be helpful to send out to folks before our 4/11 meeting.

Also please let me know to whom we should send it (I'm thinking at least MMEP, MIAR, MICAH, Urban Coalition, MN Fair Housing Center, Institute on Race & Poverty, and Jim Addington at the MN Council of Churches).

Thanks for all your help, Bruce. Let's talk soon about the agenda for that 4/11 meeting.

Darcy

→ Darcy did 3/29

Working Group

6/13/96

ETEP  
Disc Guide/Research

- Preparation
- Print
- Research support

Assistance

- Inst + Carl W.
- Carl H.
- Ed ~~Getz~~
- Myra

Fred/SHARE  
Rundraising

- Grants
- Acctng (MCAAP)

Help  
Jim McJ

Bruce/MMEP  
Study Circle  
Coordination

Facilitators



Jimcd  
Conference + publicity

- Space/help Institute
- Publicity - Institute

Partner recruitment  
coordination

Recruitment help

- Dick
- Zib
- Bob Milner
- Alliance
- Fred - Human Rts

Outcomes

Help  
- Jeff

Adv. Group  
Dick

Help  
Darcy ETEP

- type y + ~~fax~~ **fax** to Dick  
- he'll talk to Nancy + Art

## The Community Circle Collaborative

The Community Circle Collaborative is a metro-wide dialogue project being undertaken by a growing number of organizations and individuals throughout the Twin Cities area for Fall 1996. We envision a program in which at least 200 people from all walks of life join together - 5-15 at a time - in "community circles" held throughout the metro area to discuss the question: "How does racial and economic segregation of housing affect educational achievement and opportunities?"

The partners that make up the collaborative are coming together with a shared belief in the need for civil, informed dialogue and collective analysis - across all racial, economic, and political lines - about the trends and changes taking place in the communities and schools of the Twin Cities metro area today. It is our hope that bringing together such groups will both build understanding and produce practical recommendations for actions that organizations, policy makers, and individuals can take. Our inspiration comes in part from successful, large-scale programs already launched in a number of communities around the country.

### *Project Objectives*

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.

### *Community Circle Structure*

Community circles are small highly participatory democratic discussion groups that engage people in controversial, needed, political, thought provoking topics. Community circles combine the small group discussion groups know as "study circles" with a model developed by the Minnesota Minority Education Partnership, Inc. which stresses providing information and research service to the groups, the cooperative development of strategies by the groups, and subsequent community forums organized by the groups..

A typical community circle will include 5-15 members. Community circle participants will be economically, ethnically, racially, and politically diverse. Each group will meet for approximately 10 hours and be led by a trained facilitator. Each group will use a common discussion guide that includes readings, presentations, of various viewpoints, and discussion questions. Beyond these initial materials each group is encouraged to set the framework for subsequent circle discussion and request research on specific topics. The community circle approach provides a framework for dialogue that allows participants to address an issue, examine different views on both the problem and possible remedies and pursue concerns and solutions that interest and motivate them toward action.

### *Levels of Organizational Involvement*

Critical to the success of the project is the effective mobilization of the different organizations that make up the collaborative. To facilitate involvement, the collaborative has identified a specific process and structure. The structure identifies the roles and responsibilities of the project's partners as follows:

**Project Coordinators** - will manage the project by providing the necessary staff support, fundraising, conducting research, and implementing the project evaluation. Organizations that agree to be project coordinators will sign a *Pledge of Participation* outlining their roles and responsibilities in the project.

**Resource Partners** - will play an advisory role regarding project design, fundraising, future projects, information/research, in-kind contributions, and 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.

***Timeline***

The project intends to kick off in September, 1996 with a conference for participants and the larger community, with the community circles convening in October. A final conference for all participants, where community circles share their ideas and solutions, will take place in January, 1997.



# The Community Circle Collaborative

The Community Circle Collaborative is a coalition of community organizations that are committed to locally based and metropolitan wide solutions to the problems of housing segregation and low academic achievement. During the Fall of 1996, the project will coordinate 20 study circles throughout the Twin Cities region and engage community members in dialogues that will address the issues that are affecting the future of education and housing in the metropolitan area and develop solutions to the challenges they face in their community.

See attached proposed language

## Project Objectives

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4. To develop and implement strategies to overcome these challenges.

## Community Circle Structure

Community circles are <sup>small</sup> highly participatory <sup>democratic</sup> discussion groups which engage people in controversial, political, thought-provoking topics <sup>that</sup> stressing research, cooperation, and collaboration. <sup>model</sup> The community circles <sup>model</sup> combines

A typical community circle will include 5-15 members. Community circle participants will be economically, ethnically, racially, and politically diverse. Each group will meet for approximately 10 hours and be led by a trained facilitator. The community circles will initially engage in discussion about some prearranged topics, but are encouraged to set the framework for subsequent circle discussion and request research on specific topics. The community circle approach provides a framework for dialogue that allows participants to pursue concerns and solutions that interest and motivate them toward action.

## Levels of Organizational Involvement

Critical to the success of the project is the effective mobilization of the different organizations that make up the collaborative. To facilitate involvement, the collaborative has identified a specific process and structure. The structure identifies the roles and responsibilities of the project's partners as follows:

**Project Coordinators** - will manage the project by providing the necessary staff support, fundraising, conducting research, and implementing the project evaluation. Organizations that agree to be project coordinators will sign a *Pledge of Participation* outlining their roles and responsibilities in the project.

**Resource Partners** - will play an advisory role regarding project design, fundraising, future projects, information/research, in-kind contributions, and 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.

## Timeline

The project intends to kick off in September, 1996 with a conference for community circle participants, with community circles convening through October. A final conference for all participants where community circles share their ideas and solutions will take place in January, 1997.

Each group will use a common Discussion Guide that includes readings, presentations of various viewpoints, + discussion questions. Each group will follow the general format beyond these base materials, however, each group is

democratic that the community circles model combines the small-group discussion groups known as "study circles" with a model developed by the MN Minority Education Partnership, which stresses providing information + research services to the groups, the development of strategies by the group, and subsequent community forums organized by the groups.

the small-group discussion groups known as "study circles" with a model developed by the MN Minority Education Partnership, which stresses providing information + research services to the groups, the development of strategies by the group, and subsequent community forums organized by the groups.

cooperative

+ the larger community



# PROJECT UPDATE

## **Metro Professional Development Center Columbia Heights ISD #13 June 11, 1996**

### **Superintendents'/Board Members' Symposium:**

The Superintendents'/Board Members' Symposium was held on January 24, 1996 at the Northland Inn in Brooklyn Park. All Superintendents and the Board Members from the school districts in the seven county metro area were invited to attend. Also invited were the members of the State Desegregation/Integration Task Force, the State Board of Education, and the Senate Education Committee. Our pre-registration totaled 109, of which 27 did not attend. However, 18 non-registered participants came bringing our total participants to 100.

The purpose of the Symposium was to present issues and information regarding desegregation/integration and to acquaint the participants with some of the voluntary integration initiatives in the metro area. The evaluations turned in by the participants were very positive. Most indicated it broadened their awareness of issues, programs, resources, and persons involved. Most, even those already involved, indicated surprise at the number of people and districts involved in voluntary initiatives. And all but one indicated a willingness to encourage district staff to attend future workshops conducted by the Center for Leadership. Most also expressed a desire to have more dialogue with other participants during the Symposium.

### **Principals' Symposium:**

The Principals' Symposium was held on March 4th at the Minneapolis Convention Center. All elementary, middle level and high school principals in the seven county metro area were invited to attend. They were also encouraged to bring building leadership team staff. Superintendents were also invited and, likewise, encouraged to bring district leadership staff. Our pre-registration totaled 250 with another 30 non-registered participants attending.

The purpose of the symposium was to acquaint principals with demographic trends, desegregation/integration issues, resources for principals, voluntary initiatives, and best practices in programs for diversity education. The nature of the format made it difficult to collect the evaluations and, thus, we did not receive a large enough number for a conclusive assessment. Those who did return them, or verbally commented, felt the symposium was very worthwhile and informative.

### **Leadership Shadowing Program:**

The target date for implementation is June 17, 1996. The brochure for the initial activity registration is included and is descriptive of the activity.

### **Project Evaluation:**

The project evaluation will be conducted in August, 1996. All board members, superintendents, and principals in the metro area will be surveyed. They will be asked whether or not they were aware of our activities and, if so, whether or not they attended any of them. Depending upon the initial response, a differing series of questions will be developed to evaluate our activities or to help us understand why they did not attend and if we can better serve them in the future.

May 28, 1996

Mr. Robert Miller  
Director, Office of Desegregation  
Minnesota Department of Children and Learning  
Capitol Square, 550 Cedar Street  
St. Paul, MN. 55101

Dear Mr. Miller,

The following is the final report for the Northwest Suburban Magnet School Project for the 1995-96 school year. It includes some of the information submitted in the March 13, 1996, preliminary report as well as much which is new. The last page is a budget printout of exactly what we will carry over into the next fiscal year. Please remember that we were aware early on that we would be carrying some funds into 1996-97 and thus asked for substantially less to advance our WMEP project than we had for the last fiscal year. In fact, we cut our request by about half. We felt that the downtown magnet was a high priority and needed the funding to get up and running soon.

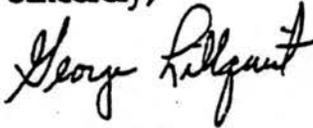
- I. The Northwest Suburban Magnet School Project continues to progress within a conceptual framework. Two different committees have been charged with designing various aspects of the school.
- II. The first of these committees, made up of District 281 parents, myself, and staff, will make its final report to our school board on Monday, March 11. They have conducted a district survey and based upon its results, will support an integrated interdistrict middle school located within our boundaries. This committee has met eight times this year and includes representatives of all of our eleven elementary schools and four middle schools.
- III. A second committee of thirty representatives from the WMEP districts has met for half days on January 25, February 22, March 13, April 25, May 1 and May 15. Seven of the nine WMEP districts have been regularly represented at these meetings. In addition, much of the work has been done in a sub-committee which has met four times.

- IV. This interdistrict committee has completed about half of the planning phase for the magnet school. We have scheduled an all day meeting on August 22, 1996, at which time we will have completed the learning signature, learner outcomes, learning process, and learning partnerships. Additional meetings will take place in September and October, and we hope to have the design phase completed by November or December.
- V. Dr. George Copa, from the University of Minnesota, Department of Vocational and Technical Education, has been hired for a fee not to exceed \$5,000.00 to act as a consultant for the project. He has been paid half of his commission up to this point. Dr. Copa was also the consultant for the downtown magnet and is quite an expert on the design process.
- VI. The interdistrict committee has decided that they will design a conceptual model before they conduct additional opinion polls to assess public interest and a theme for the magnet school. The second polls will be conducted as a telephone survey and will be completed this coming fall. Each member of the committee is responsible to conduct a focus group with a classroom of students to solicit input from them regarding theme and other characteristics of the school. This will give us a diverse sample of the students within the WMEP districts. These focus groups with students will be completed by June 10 and the data compiled by me this summer.
- VII. One new idea for a theme has been included in the surveys. It is called *Communities* and its most salient features would be:
- \* Studies would be related to learning about how communities of people interact and solve problems together
  - \* Studies would include government bodies, legal systems, human diversity and economics
  - \* Classes normally taught in regular schools would be combined into units around human issues and challenges
  - \* Students would research community issues and make recommendations for improvements.
- VIII. \$106,700 of the \$170,000 grant will be spent by June 30, 1996 (See financial spread sheet). This will leave \$63,300 to be carried over for the next year.

XI.

I respectfully request that you release the final 10% of the Northwest Suburban Interdistrict Magnet School grant to District 281, Robbinsdale Area Schools, upon the receipt of this report. If you have any questions, please feel free to call me at 535-2112.

Sincerely,



George Lillquist  
Project Manager

c. Thomas Bollin  
District 281 Superintendent

*Thomas D. Bollin*  
*Superintendent*

4148 Winnetka Avenue North  
New Hope, Minnesota 55427  
(612) 533-2781 ■ FAX (612) 535-0156



# History

- MIAR Ed Task Force: done & detailed w/ our project to others

- MIAR originally ~~wanted to do~~ <sup>considered doing</sup> SCs on "racism + race-related issues"

- The interested group wanted it to be

- ① More focused
- ② More challenging
- ③ More action-oriented

⇒ combined SC w/ COCEM

- to combine the diverse viewpoints + unstructured dialogue of SCs w/ the research support, + public forums, + action encouragement of COCEM

Re topic

⇒ Particular interest in focus <sup>schools integration + even more,</sup> how we set to the harder, more fundamental issue of how we made our rights + hrs more inclusive + diverse

- last few months he brought together a growing group of:

- > Anti-racism orgs
- > Hsg ~~advocacy~~ orgs
- > Faith-based orgs
- > Educ. orgs
- > Public sector
- > Research orgs
- > Indiv. - incl. academics

- Current model

- Metro-wide
- At least 20
- Diverse
- Sessions
- DVC guide: background, varied viewpoints, dis. questions
- Research support
- Forums

- levels of partnership

- Request of WMEP

- ① Support - a WMEP + indiv. districts - will hear ~~results~~ <sup>results</sup>
- ② Participate as a Resource Partner
  - Info all program
  - Suggest other partners
  - Help recruit participants
  - Help publicize
  - ~~Have~~ Have org. sense on Adv. forum

# Discussion Guide

5/28/96 draft outline

## Table of Contents

---

**Foreword** -- Why talk about how residential segregation <sup>ca</sup> affects education?

### Discussion Materials

**Introduction** -- New challenges facing our metropolitan-area communities and schools

**Session 1** - *How does the community in which we live and our personal experiences as members of that community affect the education of our children?*

- Introduction to the study circle process
- Sharing of personal experiences

**Session 2** - *What does residential segregation mean in the Twin Cities metropolitan area today?*

- Current metro housing patterns - by race & by income
- Presentation and exploration of different perspectives on the causes of residential segregation

**Session 3** - *What is the state of educational opportunity and achievement in the Twin Cities today?*

- Current metro education patterns
  - Racial & socioeconomic makeup across different school districts
  - Achievement statistics across different school districts
  - Resources available across different school districts
- Presentation and exploration of various perspectives on these differences

**Session 4** - *How is the composition of our communities affecting these differences in educational opportunity and achievement?*

- Effects of residential segregation
  - Effects of concentrated poverty on schools
  - Need for busing/desegregation
  - Differences in tax resources
  - Lack of interaction across races and classes
- Presentation and exploration of different perspectives on this connection and effects

**Session 5** - *What can we do?*

- Presentation and exploration of different approaches and perspectives on what should be done
- Group development of strategies

# Community Circle Collaborative

June 13, 1996

8:30 a.m.

Sivertson Room, Augsburg College

## AGENDA

- I. Welcome & Introductions
- II. Updates: Fundraising; Pledges of Participation; Discussion Guide
- III. Discussion of Working Group idea
- IV. Brainstorming of project tasks, priorities, and timeline
- V. Assignment of work teams
- VI. Next meeting of Working Group

**FAX****Date** 06/06/96**Number of pages including cover sheet** 2**TO:** Darcy Seaver  
MICAH**Phone** 871-8980**Fax Phone** 871-8984**CC:****FROM:** Bruce Vandal  
Minnesota Minority  
Education Partnership,  
Inc.  
2211 Riverside Ave.  
Minneapolis, MN 55454**Phone** 330-1509**Fax Phone** 330-1510**REMARKS:**  Urgent  For your review  Reply ASAP  Please Comment

Darcy,

This is good.

Attached is a map of Augsburg.

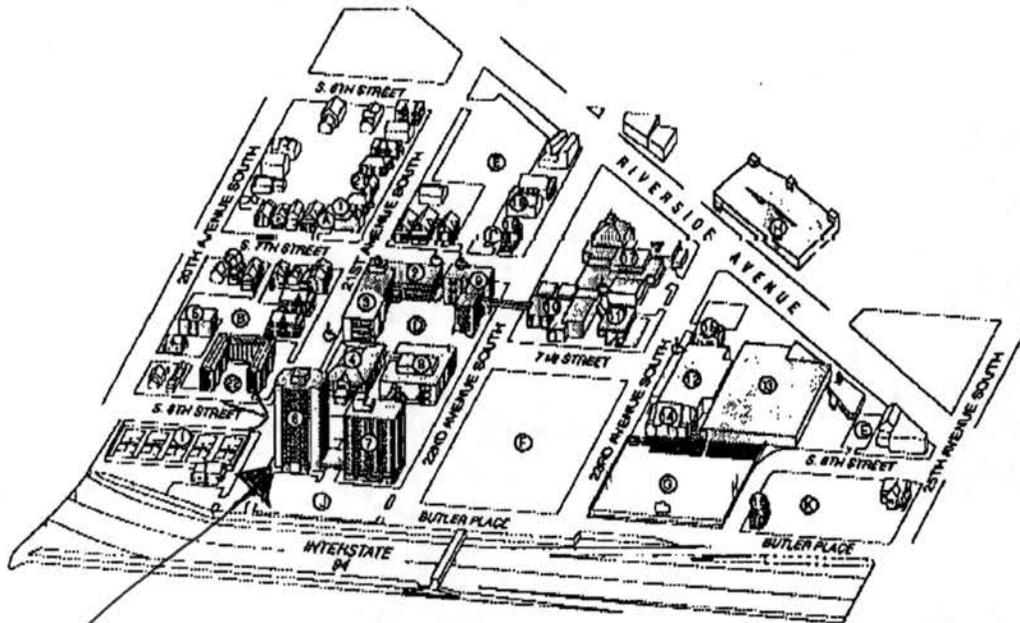
The meeting is scheduled in the Sivertson room of Mortenson Tower. With school out, people can park on 22nd Ave. S. without much problem.

People should take the 25th and Riverside exit off of I-94. Augsburg is north of I-94.

Let me know if you have any questions.

Bruce

# MAP OF AUGSBURG COLLEGE



- |   |  |
|---|--|
| 1. Admissions House   | 21. American Indian Support and<br>Minority Education Partner-<br>ship |
| 2. George Sverdrup Library  | 22. Oscar Anderson Hall  |
| 3. Science Hall   |  |
| 4. Old Main   |  |
| 5. West Hall  |  |
| 6. Mortensen Tower  | A. Admissions Parking  |
| 7. Urness Tower   | B. Student Parking   |
| 8. Christensen Center   | C. Visitor Parking   |
| 9. Sverdrup-Oftedal Memorial<br>Hall                                      | D. The Quad  |
| 10. Music Hall  | E. Faculty/Staff Parking   |
| 11. 2222 Murphy Place   | F. Murphy Square   |
| 12. Si Melby Hall   | G. Anderson-Nelson<br>Athletic Field                                   |
| 13. Ice Arena   | H. Fairview/St. Mary's<br>Parking Ramp                                 |
| 14. Stage II Theatre  | I. Husby-Strommen<br>Tennis Courts                                     |
| 15. College Relations   | J. Resident Parking Only   |
| 16. Nordic Center   | K. Student/Commuter Parking  |
| 17. Foss, Lobeck, Miles Center<br>for Worship, Drama and<br>Communication |  |
| 18. Center for Global Education   |  |
| 19. Jeroy C. Carlson Alumni<br>Center                                     |  |
| 20. Youth and Family Institute  |  |

 Accessible Entrance

## MEMORANDUM

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

---

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

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

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

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

fax: ↓  
871-8984

fax: ↓  
330-1510

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

[March 10, 1996 draft]

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

*Objectives:*

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

*Structure of discussion groups:*

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

*Planning steps:*

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

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

- (c) **Sponsors.** Will sponsor study circles by recruiting individuals for study circles, facilitating study circles, and providing a location for study circle meetings. Will sign a "Pledge of Participation" outlining their roles and responsibilities in the project.
  - (d) **Public officials/institutions.** Will sign a "Pledge of Respect," signifying their support of the project and their intent to consider and respect the strategies developed by the groups. (Sample institutions and officials: the Governor; the Met Council; MN Dept of Children, Families, and Learning; MN Housing Finance Agency; mayors; school boards, etc.)
2. Develop budget and fundraise (proposal by 4/30; funding by 6/30)
  3. Recruit sponsors (who will recruit facilitators, participants, etc.) (Summer 1996)
  4. Develop base materials to be used in groups (Summer 1996)
  5. Train facilitators (August)
  6. Organize Community Forum I (early September)
    - To introduce the issues and why they are important
    - To kick off the community-wide strategy discussion project
  7. Conduct the discussion groups (mid-September through October)
  8. Groups conduct their mini-community forums (early November)
  9. Organize overall Community Forum II (January 1997)
  10. Issue some form of report/findings

### Travis

- perhaps consider adding some fun activity @ ~~some~~ joints in study circles
- perhaps involve kids &

→ Bob: add fun as a goal  
→ perhaps by sponsors figure out the fun activity

Scott: id go to theatre or comedy thing  
- or cooking

### Travis + Dick Newsletter →

M.

- have single newsbk/sheet that ~~is~~ shared w/ the groups what was going on in the other groups

### Importance of "mixing up" groups

- imp. to strategize
- maybe hv the groups meet once or twice

### ~~Bob~~ Sponsors

- pair them (or three) → hv them work together

### Other groups

- Hamline Dialogues → bringing together leaders @ breakfast mtgs rather than grass
- SHARC (Suburban Henn Anti-Racism Dialogue)

John  
Levy  
IRFP

(2)

▶ Ross Corson - MN Ctr for the Book (sponsors Cnty Conversations)

- focusing on 7 communities in MN

- over course of year: programs

- combination of forums + smaller conversation circles

- focus on brief writer

- 3 themes

- Uprooted Communities

- Learning Communities

- Vocal Communities

- how do we speak ~~at~~ <sup>up</sup> + ~~up~~ abt our values

Scott:

- the challenge he senses now that he want more action

- thesis hv bn [perceived as too reflective (+ not enough action)]

- for last section: lkg @ framing the question to Will the TC's + the suburbs <sup>come together?</sup> ~~come~~

- Proposal for groups: Have 2 or 3 sessions as pilots

- panel +

- as pilot exercise for our project

- on how we come together as a cnty

↳ - to test ideas we're talking abt

for  
May

by 4/20: ready to go in the cnty newspapers

- They need ~~to~~ to focus on culture, history, geography

How does it mesh w/ our project?

- perhaps by tracing the abt history of segregation
- or: ~~by~~ this he focused on the first two objectives (reflection, sharing experiences)

Ant

- ~~this~~ this country has historically been so civic + discussion based → fatigue
- hv to develop the personal dyads
  - e.g. if you're going into N York, pick 12 families + go to ~~the~~ them beforehand
  - prepare them
  - ~~otherwise~~ otherwise I won't come or if they do, they will just sit there

\* - I hv to understand what the difference is + what the action ~~is~~ will be

John @ IRIP

- strategy, research on intersections on race + poverty
  - legal
  - empirical

- Conference in April: provoke discussion betw I who talk abt these issues on a local level + those who talk abt it regionally + academically

- Also: <sup>will be</sup> hosting natl conference → via Internet
  - "Talking face"
  - wd establish sites across country to have dialogue + intersect questions

→ we cd enable some of the groups to get to the sites or formulate questions

- timeline not set → maybe

Dirk: wd IR+P be interesting in collaborating w/ our project?

- John: can't answer → someone will get back to us w/ a substantive response

Art: cd propose to **Institute** that our topic be one of the "Talking Race" topics

Art: we often talk abt behavior, but not the costs to the community of these trends

→ focus on impact

- both economic + psychological

4/11 8:00 AM

Bruce

- ~~John~~ <sup>Jim</sup> Addington

- Carol Wirtshafter

- Others who hv expressed interest

→ summarize where we're at + invite them to next stage

MA, w/ Dick + Bruce

6/3/96

Dick

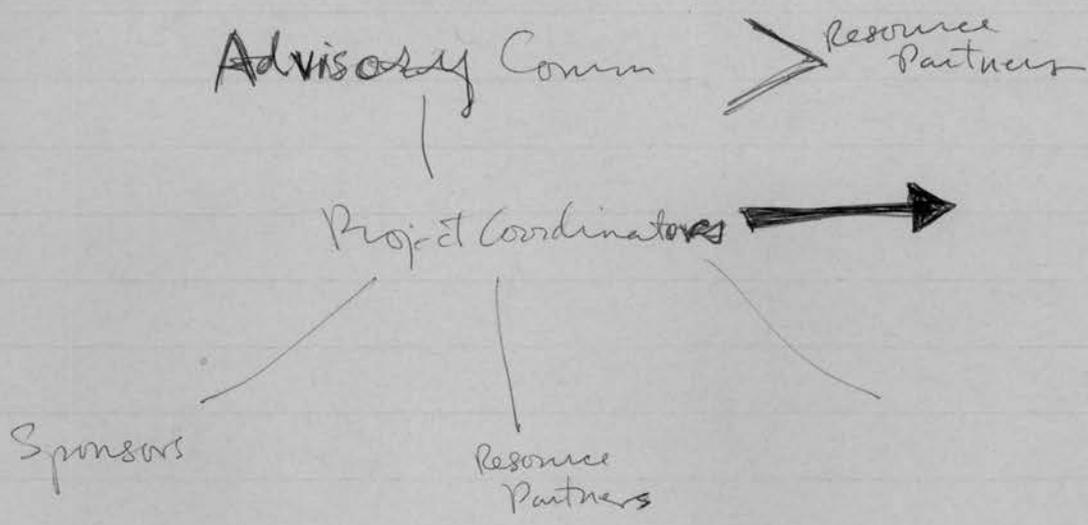
- sent proposal to Rob
- who is submitting it to tactical planning center
- in part for funding

Pledge Forms

- Dick: best to combine general things w/ specifics → latter they can check off
- Bruce: 2-stage process perhaps
  - perhaps first do an inventory of what they can do (strengths,
  - do it

Josie Johnson

~~XXXXXX~~



- Role of Coordinating Partners
- Timeline → wkg back from

Bob Miller

- Ac
- ask for names of St Paul + East metro

WMEP

- what to ask of them

- Resource Partner →  
 - pledge  
 - their info

Govt/Elected:

- Respecting outcomes
- Access to info → ask for hearing or other mechanism
- Contacts
  - Resource
  - Sponsor
  - Participants
- Access to info **at** your programs
- Key
- Region Advisory Cmte

✓ Get name of St Paul Human Res Dept to Dick

## One-page summary

- One p on essence, notion of what it's abt
- Org history ~~xxxxxxxxxx~~
- What we hope will come out of it
- ~~xxxx~~ Summary of structure
- Roles
- Timeline

Include list of orgs!

## Mtg

① Define Coordinators roles  
- Brainstorming ~~xxxx~~ tasks

② Timeline

③ Prioritizing tasks based on timeline

~~xxxx~~ DLS to prepare

## Pledges

- One-page summary → + request for WMEP

- Memo → mtg + pledge

- Update P: fundraising, discussion guide, WMEP
- Agenda

C  
G

2/96. MIAR ED. TASK FORCE & COLLABORATORS

NAME/TITLE/ORG.                      ADDRESS                      PHONE & FAX

1. BRUCE VANDAL	MN MINORITY EDUCATION PARTNERSHIP	2211 Riverside Ave Mpls 55454	(P) 330-1509 (F) 330-1510
* SCOTT BOAL	Mpls Community Ed	2309 28th Ave S 55406	FAX 627-2420 721 6320 4366443
* ARTHUR HIGGINS	MN. FAIR HOUSING CENTER	2414 PARK AV. MPLS. 55404	872-6088 FH 871-0354 FA.
* ELIZABETH WATKINS	Minnesota Children Families & Learning 550 Cedar St. St. Paul 55101		297-4682 297-7368 fax elizabeth.watkins@state.mn.us
DARCY SEAGER	Housing + Education Equity Project MICHA 122 W Franklin Ave, Suite 320 Mpls 55404		871-8980 fax: 871-8984 email: seagan@bitstream.net

FRSD  
 TEN FINGERS  
 SUBURBAN HENNINGEN  
 ANTI-RACISM COALITION  
 CAROL HORTON  
 MAC SCI. DIST  
 MYRON DRFISB

# MIAR EDUCATION TASK FORCE & COLLABORATORS

- MARCH 21, 1996 -

## MEETING ATTENDANCES:

(IF THIS IS YOUR FIRST TIME AT A TASK FORCE MTE.)

YOUR NAME / ORGANIZATION

PHONE/FAX

ADDRESS + ZIP

Ross Corson, MN Center for the Book

646-0475

2324 University Ave. W. #116

646-0657

St. Paul, MN 5544

Jon Levy, Fast. on Race and Poverty

624-6447

U of M Law School

Jeff Rutheford

FX- 624-8890

95 Law Center

Rm 414 / 415

Mpls MN 55403

229 - 19th AVE. SO.

MMEP

**BRUCE VANDAL**

330-1509 / 330-1510

2211 Riverside Ave

Mpls 55454

Scott Rod Mpls Community Ed & Community Conversations

W 721-6320

2309 28th Ave S,

H 436-6443

Mpls 55406

BOB SIMPSON PEDS P 521-0134

2410 JAMES AVEN N

MPLS 55411

ARTHUR HIGGINS

MN. FAIR HOUSING CENTER

F. 871-0354

O. 872-6088

2414 PARK AVE

MPLS. 55404

TRAVIS LEE

Housing + Education and Equity Project - 889-8108.

sk

CHRISY SNOW

MN Fair Housing Center

872-6088 (O)

871-0354 (F)

2414 PARK AVE S, 191

Mpls 55403

DARCY SEAVER

Housing + Education Equity Project

871-8980

Nancy Smith

Urban Coalition, 2610 Union Ave W, St Paul

348-8580

4/11/96 MEETING

<u>NAME</u>	<u>ORG / AFFILIATION</u>	<u>ADDRESS</u>	<u>PHONE</u>	<u>FAX</u>
Elizabeth King	MPS	807 N.E. Broadway	627-2190	627-2152
Jim McDonough	People's Institute of New Orleans State of MD	2820 Corell Ave S. St. Louis Park	935-5762	
Nancy Larson	Office of Special Ed	833 Capitol Sq 550 Colfax St St. Paul 55101	296-2548	297-7368
BRUCE VANDAL	MHEP	2211 Riverside Ave, Mpls	55454 330-1509	330-1510
Scott Bol	Mpls Community Ed	2309 28th Ave S	55406 721-6320	627-2420
James Abington	TCC	122 W. Franklin, #100 55114	871-0229	870-3622
Nancy Smith	Urb. Coal.	2610 Univ. Ave W, St Paul	348-8550	348-2533
Aida Smith	Student / University Mn	2501 Dupont Ave N Mpls MN 55411	629-8172	
FRED TENFINGER	Suburban Homecare Anti-Racism Coalition	9-7th Ave S Mpls 55403	930-3356	85343
BOB SIMPSON	PEDS			
Dick Little	MIAR	4909-29th Ave So. Mpls, 55417	724-5662	339-0820
Darcy Seaver	HEEP	122 W Franklin	871-8980	871-8984

5/9/96 MEETING

<u>NAME</u>	<u>AFFILIATION/ORG.</u>	<u>ADDRESS</u>	<u>PHONE</u>	<u>FAX</u>
Elizabeth Hines	MPS	807 NE Broadway	627-2190	2152
FRED TOW FINGER	SHARE	9 7th Ave S	Hopkins MN	930-3356 fax-3540
BOB SIMPSON	MPLS PERS	2410 JAMES AVEN		521-0134
Bob Miner	HARMONY/Decent Exposure	322 Longfellow Aves	724-4296	(SAME)
Scott Bell	Mpls Community Ed	2309 28th Ave S	55407 55406	7216320
	Seward/Matthews Community Center			FAX 627 2420
Steve Dickinson	MRA	1885 Univ. #10	St Paul 55104	646 8617 646 8650
James Abington	TCC	122 W. Franklin Ave.	Mpls	871-0229 870-316
SUNTHI PAK CHOKIAFSIARAKI	ASHW CROWD HEALTH INSTITUTE	10000 UC ST NW #55	595-5554, 136	555-9424 300 04 NW, MN
Elizabeth Watkins	MN Children & Family Services	550 Cedar St.	St. Paul 55101	297-4682 297-7368
Karen Kingsley	CASH	33 10th Ave S. #150	Hopkins 55343	933-9639 933-8016
Nancy Smith	Urb. Coalit.	2610 Univ Ave W	St. Paul, MN	348-8880 348-2533
Jim McDonough	Peoples Institute Alliance of the Streets	2840 Canfield Ave So	St. Louis Park, MN 55426	935-5762 870-9269 will call in 73
DARCY SEAFER	Education & Housing Equity Project	122 W. Franklin Ave #320	Mpls MN 55404	871-8980 871-8984
ARTHUR HIGGINS	MN. FAIR HOUSING CENTER	2414 - PARK AV. #191	MPLS., MN. 55404	872-6088 871-0354
BRUCE VANDEL	MMEP			330-1509 330-1510
DICK LITTLE	MIAR			724-5662 339-3288
Sam Richardson	Mn. Dept. Children, Families & Learning	550 Cedar St.	St. Paul, Mn. 55101	296-8245

(NOT PRESENT: JEFF RUTHERFORD, INSTITUTE ON RACE & POVERTY)

2355  
~~2355~~

✓ Bruce Vandal  
MMEP  
2211 Riverside Ave. So.  
Mpls, MN 55454

330-1509  
FX 330-4510

✓ Nancy Smith  
Urban Coalition  
2510 University Avenue, Suite 201  
Minneapolis, MN 55114

348-8550  
FX 348-2533

present type of  
700 answer

James Addington  
Tri-Council Coordinating Commission  
Greater MSP Council of Churches  
122 W. Franklin Ave, Suite 100  
Mpls, MN 55404

871-0229  
FX 870-3662

✓ Eric Stevens  
St. David's School  
13120 McGinty Rd. E.  
Minnetonka, MN 55305

939-0396  
FX 939-9266

Dick Little

INTER-RACE

600 - 21st Ave. So.

Angsburg College, Box 212

Minneapolis, MN 55454

724-5662

FX 339-3288

BU 54

2 Darcy Seaver

~~Metropolitan~~ Metropolitan Inter-Faith Council

122 W. Franklin ave, Suite 320

Mpls, MN 55404

871-8980

FX <sup>871</sup>822-898

not in  
svc

✓ Bob Milner

3212 Longfellow Ave.

Minneapolis, MN 55407

724-4296

FX Same

2 Steve Dickenson

MRA

829 Laurel Ave

St. Paul, MN 55104

646-8617  
8650

FX 297-9313

voice

90-2-11  
As promised  
OK

Sara Robertson 627-2287  
Andersen School Multicultural Lab FX 621-3146  
4920 Stevens ave. South  
Mpls, MN 55401

✓ Karen Kingsley 933-9639  
~~33 10th ave. So.~~ FX 933-8016  
Community Action for Suburban Hennepin  
33 10th Avenue So., Suite 150  
Hopkins, MN 55343

? Robert Simpson PEDS 521-0134  
2410 James Ave. No.  
Minneapolis, MN 55411

✓ Carol Wirtshafter 338-7816  
JCRC / World of Difference FX 349-6569  
1111 3rd ave. So., Suite 112  
Mpls., MN 55404

? Robb Randle 789-4444  
~~MIAR, Interim Director~~ FX 781-0044  
~~Minneapolis, MN~~ MIAR not assigned  
~~3989 Central Avenue N.E.~~  
3989 Central Avenue N.E., Suite 200A3  
Mpls, MN 55421

✓ Dr. John Taborn

338-9012

~~2000 Century~~

FX 338-9020

Taborn Associates

12 Century Plaza

1111 3rd Ave. So.

Mpls., MN 55404

5-9-96

# INVITATION

IF WE EXPECT OTHERS TO CONGREGATE IN GROUPS & TALK ABOUT STOPPING RACISM, WE SHOULD TRY IT OURSELVES. TO ACCELERATE THE SET GOALS OF THE MIAMI EDUCATION COMMITTEE WE SHOULD MEET AFTER THE THURS. MEETING OR ON SATURDAY & HOLD A DISCUSSION OF WHAT WE VISUALIZE THE 20 GROUPS WILL BE DOING.

THE FIRST HALF HOUR OF THE MTG. WE'LL WALK 1 ON 1 WITH AN ASSIGNED QUESTION: HOW DO WE ATTRACT & EXPAND DISCUSSION GROUPS?

THIS INITIAL TALK WILL FOCUS OUR MINDS & ORGANIZE OUR THOUGHTS ON THE PROGRAM. IT WILL ALSO GIVE US AN ALLY IN THE DISCUSSION. I URGE YOU TO PARTICIPATE BECAUSE IT WILL SHORTEN OUR TIME TILL WE ACTUALLY CAN REDUCE RACISM, & WE NEED YOUR INPUT NOW.

PLEASE FILL IN BELOW IF YOU CAN PARTICIPATE IN PRE-DISCUSSION GROUP

NAME \_\_\_\_\_ PHONE \_\_\_\_\_

RETURN TO BOB SIMPSON 521-0134

## **Study/Strategy Circles Project Collaborative**

May 9, 1996

8:30 a.m.

Minnesota Church Center

### **AGENDA**

- I. Welcome & Introductions
- II. Updates/status reports
- III. Report of Fundraising Team
- IV. Development of study guide and fuller project description
- V. Report back on organizational commitments
- VI. Project structure - Advisory Board, additional work teams, monthly updates
- VII. Timeline

DLS



Minnesota Minority Education Partnership,  
2211 Riverside Ave.  
Minneapolis, MN 55454

---

To: Darcy Seaver  
Company: MICAH  
Fax number: +1 (612) 871-8984  
Business phone:

From: Bruce Vandal  
Fax number: +1 (612) 330-1510  
Business phone: (612) 330-1509  
Home phone:

Date & Time: 5/7/96 8:54:44 AM  
Pages: 8  
Re: Study Circle Proposal

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Attached please find the DRAFT proposal for the study circle project.

Please feel free to make comments and return back to me.

Thanks

Bruce

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# The Community Circle Collaborative

## DRAFT Project Proposal

### Overview

The Community Circle Collaborative is a tremendous collection of Twin Cities community organizations that seeks to have citizens examine how racial and economic isolation in housing affects educational achievement and opportunities. During the Fall of 1996, the project will coordinate 20 study circles throughout the Twin Cities Metropolitan Area <sup>region to</sup> that will engage community members in dialogues that will address the issues that are affecting the future of education and housing in the metropolitan area. These study circles will provide community members an opportunity to share their personal experiences, to be educated about the perspectives of other community members, to examine the challenges that racial and economic segregation poses <sup>feature</sup> for our communities, to develop strategies to effectively overcome these challenges, and to involve citizens in the implementation of solutions that benefit ~~all citizens of the Twin Cities Metropolitan Area~~.

### Background

There is 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. 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 area~~ <sup>region</sup>.  
The following is a brief description of some of the most significant issues <sup>affecting</sup> the problem of segregation in public schools and in housing <sup>relating to</sup>.

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, 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 districts. According to 1995-96 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 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 <sup>regions</sup> schools is the fact that the Twin Cities Metropolitan Area is quickly becoming one of most segregated ~~cities~~ in the US (United Way, 1995). Nearly 65% of the region's people of color live in the cities of Minneapolis and St. Paul, and more specifically in a few neighborhoods within those cities. (United Way, 1995).

Even more significant <sup>than increasing racial segregation</sup> is the high concentration of poverty in the cities of Minneapolis and St. Paul. The United Way has recently cited data revealing that the highest incidence of poverty in Minnesota occurs in specific neighborhoods in Minneapolis and St. Paul and that a disproportionate number of those in poverty are women and people of color (United Way, 1995).

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 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.

See comment on next p.  
may need to re-phrase this

Minneapolis State Representative Myron Orfield has taken the debate to the next level. He argues that increasing segregation in Minneapolis and St. Paul can not be addressed without metropolitan wide solutions. Without greater diversity in housing throughout the Twin Cities area, segregation will continue to exist ~~and indeed 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's Housing and Education Equity Project, the Urban Coalition, and the Minnesota Minority Education Partnership, Inc. and many others are dedicated to metropolitan solutions.

The Minneapolis NAACP has taken yet another step by not only making the connection between housing segregation and school segregation, but also arguing that segregation in Minneapolis has resulted in an inferior quality of education. 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 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 potentially could allow increased segregation of 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 district's to be more accountable for decreasing segregation and increasing student achievement. The State Board of Education's argument is that current case law and Minnesota statute does not allow them to strictly enforce metropolitan wide desegregation. In addition, they are confident that voluntary solutions will result in a higher quality of education for all students.

Meanwhile, the Holman decree provides an opportunity to address racial and economic segregation of housing in the metropolitan area. The decree has resulted in 117 million dollars 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, while not a panacea, is an important resource for beginning to address the issue of segregated housing in the urban center. The Holman settlement will be an indicator of a metropolitan wide commitment to distribute fair housing throughout Minneapolis, St. Paul and their surrounding suburbs.

### The Community's Voice

As policy makers continue to ~~dialogue over~~ <sup>debate</sup> 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, ~~Metropolitan~~ <sup>Office of Social Justice (?)</sup> Alliance for Progressive Action, the Housing and Education Equity Project, the NAACP, Head Start, and the Catholic Charities ~~Social Justice Committee~~ <sup>Social Justice Committee</sup> 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. <sup>entitled</sup> "Democracy Through Agape: Community Voices on School Desegregation" found that community members understood that they

Maybe more appropriate for study guide - this may scare people off

MN

**DRAFT**

Community Circle Collaborative

May 6, 1996

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 was quoted in the report as saying,

*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.*

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

} Add some suburban entities

**The Community Circle Collaborative**

The Community Circle Collaborative will catalyze greater community involvement in the efforts to decrease housing segregation and increase educational achievement by engaging in a community-wide discussion about the issues that impact these important issues and developing coalitions of individuals that can develop and implement practical, grass roots solutions to these issues.

**Organizational Partners**

The project will take full advantage of the tremendous diversity of community organizations and non-profit agencies that serve the metropolitan area. A coalition of organizations ranging from small neighborhood-based organizations and faith communities, to large policy oriented non-profits and government agencies will work to bring community members together to develop solutions.

Organizations on board include:

- Mpls Center for Neighborhoods (tentative)
- MN Fair Housing Center
- Institute on Race and Poverty
- Legal Aid Society
- Minneapolis Public Schools Community Education
- Minnesota Center for the Book
- The Alliance of the Streets
- The Housing and Education Equity Project
- The Metropolitan Interfaith Council on Affordable Housing (MICAH)
- The Minneapolis Initiative Against Racism
- The Minnesota Minority Education Partnership, Inc.
- The Suburban Hennepin Anti-Racism Coalition
- The Urban Coalition
- Tri Council <sup>Coordinating</sup> Commission, MN Council of Churches

See my list of orgs + individuals + their status (committed, tentative, or possible)

**Laying the Groundwork**

The community circle approach borrows from two successful models for community conversation and collaboration. The Study Circle approach <sup>developed</sup> utilized by the Study Circles Resource Center and the Minnesota Minority Education Partnership Inc.'s Communities of Color Empowerment Model each have unique

(COCEM)

**DRAFT**

Community Circle Collaborative

May 6, 1996

elements for bringing community members together, engaging them in discussion, educating them, and moving them to action.

***Study Circles***

Study Circles, as defined by the Study Circles Resource Center, are

*made up of 5 to 15 people who agree to meet together several times to learn about a social or political issue in a democratic and collaborative way. Complex issues are broken down into manageable subdivisions, and controversial topics are dealt with in depth. Reading material serves to stimulate discussion and provide a common reference point. . . Study Circles are voluntary and highly participatory. They assist participants in confronting challenging issues and in making difficult choices. Study circles engage citizens in public and organizational concerns, bringing the wisdom of ordinary people to bear on difficult issues. Cooperation and participation are stressed so that the group can capitalize on the experience of all its members.*

The Study Circle Resource Center has agreed to support our efforts by providing materials and assistance in the planning of the project.

***Communities of Color Empowerment Model***

In addition to making use of the study circles process the project will make use of a model designed and implemented by the Minnesota Minority Education Partnership, Inc. called the Communities of Color Empowerment Model. Like the study circles approach, the Communities of Color Empowerment Model brings together community members to discuss and develop solutions to the problems affecting our neighborhoods and broader community. In addition, the model seeks to maintain the involvement of community members by engaging them in local solutions and the advocacy of policy changes with policy makers and community leaders.

The Communities of Color Empowerment Model 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 research and inquiry by project support staff to answer questions posed by community participants, the organizing of community forums that seek to involve the broader community and policy makers, and a report to the community which outlines strategies that can be employed at the neighborhood level, the community level, and the state level.

The Community Circles Collaborative has borrowed from both of these approaches to develop its model of community contact, communication, and action.

**The Community Circles Approach**

***Community Circles Objectives***

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

**Community Circle Structure**

A minimum of 20 community circles will be convened ~~from~~ throughout the metropolitan area. A typical community circle will be structured as follows:

- 5-15 members.
- Each group will meet for approximately 12 hours or 6 meetings.
- *(Each group will be* Economically and racially diverse. *A diversity of ethnicity, political perspective, age, etc. will also be sought in each group.)*

**Community Circle Process**

The community circle approach provides a framework for discussion that seeks to empower participants to pursue concerns and solutions that interest and motivate them toward action. The framework is as follows:

*Maybe need to number these steps + clarify the goal of each.*

**Sharing Experiences**

The group once convened will be asked to share their experiences and perspectives on the issues of housing, education and segregation. The emphasis here is to connect community members to the issues by beginning from their frame of reference and adding to that by learning about the perceptions of others in their group.

**Issue Overview**

The next step will involve an overview of the issues. By sharing data and other information about housing patterns in the metropolitan areas, concentrations of poverty and race, and current policies; participants will become aware of larger issues, be asked to question and discuss this information, and then relate it to their own personal experience.

**Walk in my shoes**

At this point, participants will be paired with members from another community group whose characteristics are significantly different. For example, we will pair suburban groups with city groups, racially diverse groups with racially specific groups, economically advantaged groups with economically disadvantaged groups. The discussion will focus on the sharing of different perspectives and, despite their differences, pursuing common ground and mutual understanding. *+ experience*

**Focusing the Discussion**

The groups will then focus the discussion ~~down~~ *on* to a specific issue or challenge that they believe needs to be addressed in their community or throughout the metropolitan area. Project support staff will provide data and information about the group's specific issue to group members. The purpose is to gain an advanced understanding of an issue, to see how they can *impact* the issue, and to develop a perspective on how they want to address the issue. *?*

**Developing Strategies**

The group will consider strategies for addressing the specific issue they have identified. Strategies could be locally focused or broader depending on the motivation of the group. The goal will not only establish what the strategy will be, but also will determine what steps should be taken to make it a reality.

**Community Forums**

Participants will be encouraged to organize a public event where they can share their perspectives and strategies with the 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.

DRAFT

Community Circle Collaborative

May 6, 1996

### Project Wide Conference <sup>Forum?</sup>

Community groups will share their work with other community group participants as part of a project-wide conference to be held in January, 1997. The goal is to build community wide commitment, potential for greater collaboration, and momentum for future projects.

The process seeks to encourage participants to share their perspectives, be educated on issues, develop a connection to the larger community, and identify how they can collectively and individually ~~can~~ be involved in developing and implementing strategies in their neighborhood or the larger community.

### *The Community Circle Collaborative*

The wide range of community organizations that make up the Community Circle Collaborative is the project's greatest strength. From grassroots community organizations and churches to policy oriented non-profit organizations and government agencies, ~~there~~ is a tremendous commitment to these issues and finding ways to involve community members in solutions.

Critical to the success of the project is the effective mobilization of the different organizations that make up the Community Circle Collaborative. To facilitate the ~~effective~~ involvement of community organizations, ~~the collaborative~~ has identified a specific process and structure. The structure identifies the roles and responsibilities of the project's partners, ~~they are~~ as follows:

#### **Project Coordinators**

Project coordinators will manage the project by: providing the necessary staff support, fundraising for the project, conducting appropriate research, and implementing the project evaluation. Organizations that agree to be project coordinators will sign a "Pledge of Participation" outlining their roles and responsibilities in the project.

#### **Resource Partners**

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**

Grassroots community organizations and faith communities will sponsor community circles by recruiting community members, facilitating community circles, providing a location for study circle meetings, and when appropriate child care and transportation. Sponsors will sign a "Pledge of Participation" outlining their roles and responsibilities in the project.

#### **Public Officials/Institutions**

These organizations will sign a "Pledge of Respect," signifying their support of the project and their intent to consider and respect the strategies developed by the groups. Potential institutions to sign the "Pledge of Respect" may include: The Governor's Office, The Metropolitan Council, Minnesota Department of Children, <sup>res.</sup> Family and Learning, Minnesota Housing Finance Agency, mayors, school boards, etc.

The Community Circles Collaborative will be guided by a working group made up of representatives from each of the above categories. 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.

***Timeline***

The project intends to kick-off in September, 1996 and continue until January, 1997. Following is a preliminary timeline for the project:

Develop Budget and Fundraise	May 1 - September 1
Recruit Sponsors	June 1 - August 1
Develop base materials for use in community circles	June 1 - September 1
Train Facilitators	August
Kick-Off event and Community Forum	Early September
Convene Community Circles	Mid-September - Mid November
Local Community Forums	Early December
Community\Project-Wide Conference	January, 1997
Report and Next Steps	January - March, 1997

***Project Evaluation***

The project will make use of a stakeholder based approach to evaluation by establishing project objectives through consultation of the collaborative partners and community circle participants.

*good*

Methods will include:

- Surveys of community circle participants.
- Analysis of community circle meeting notes.
- Documentation of the entire project process.
- Interviews with various project stakeholders.
- Monitoring of projects and strategies that result from project.
- <sup>Monitoring</sup> Note media coverage, testimony to policy making bodies, and other public opportunities to share the outcomes of the project.
- Develop <sup>ing</sup> a guide for future community circles.

***Budget***

The Community Circle Collaborative will rely heavily on the in-kind donations of the collaborative's partners. However, certain activities will require some additional funding they will include:

- Staff time for coordination, research, and evaluation.
- Child care, transportation, and translators.
- Expenses associated with the Kick-Off event and Project-Wide Conference.

# Minneapolis Center for Neighborhoods

1313 Fifth Street SE, Suite 302E

Minneapolis, MN 55414

(612) 379-3602 Phone (612) 379-5982 Fax

## FAX COVER SHEET

### TO:

Name: BRUCE VANDAL  
Organization: MNEP  
Fax #: 330-1510

### FROM:

Name: DARCY SEEVER  
Re: Proposal  
Date: 5/8/96  
Time: 12:45 pm  
# of Pages (including cover): 8

### MESSAGE:

Great job, Bruce!  
Thanks so much,  
Darcy

IF YOU DO NOT RECEIVE ALL PAGES, OR HAVE ANY OTHER PROBLEMS WITH THIS TRANSMISSION, PLEASE CALL 612-379-5980.

THANK YOU.

To: seagan@bitstream.net  
From: "Bruce A. Vandal" <vand0011@gold.tc.umn.edu>  
Subject: Draft Study Circle Proposal  
Date: Mon, 6 May 1996 12:32:01  
X-Tick-Nemesis: The Idea Men  
MIME-Version: 1.0  
boundary="\*\*\*\*\* Message Separator(14092603) \*\*\*\*\*"

Status:

Darcy,

Attached please find a very rough draft of a proposal for the study circle project. Everything, and I mean everything, is open to change and amendment. I took the liberty of giving the project a working title, however I am in no way committed to it.

Please check it out and see if it is what you had in mind. Things to look for are:

the overall structure of the proposal.

The background data is minimal and definitely could be beefed up. I did not even get into student achievement data, which we should probably touch on.

I did not get into great detail about future action steps once the process is complete.

I did not include the original budget.

And any other issues that you identify.

This is a Word for Windows document and I am going to try to send it as an attached document. If your e-mail program does not accept attached documents, let me know and I will fax it to you.

BTW, are we on for Thursday morning? Let me know.

Give me a call if you have any questions.

Talk to you soon.

Bruce  
Bruce Vandal  
Minnesota Minority Education Partnership, Inc.  
2211 Riverside Ave. S  
Minneapolis, MN 55454  
(phone)(612)330-1509

▶ 5/7/96  
T/C Dick

- 8:30 THURS: He will call K; I will fax K
- Jeff Butnerford - contact @ **IRP**
- Fundraising / proposal
- Outreach → add'l sponsors, resources, public officials
- Study guide development

▶ Study guide / Proposal → Bruce + I working on

- How to structure ~~the~~ the project
  - Advisory Board →
  - Working Group
  - Other people
  - Monthly <sup>update</sup> sheet

- Put on notice: expecting to hear back on their commitment  
- Ask K to  
- or: hang in

- Maury McCoy's offer to come here →

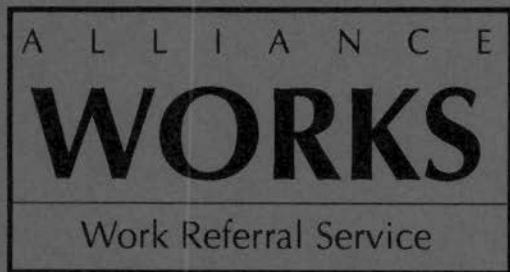
- Willer Edin  
- Brian Berry

Mike suggestion:

- Kate Seng
  - ▶ St Paul United Way
  - or Ellory July
- St Paul Human Rts Commission
- Brown

• Janitorial/Cleaning • Yardwork • Dishwashing • Office help • Painting • Light industrial • Basement cleanup • Moving/loading • Warehouse help • Inventory

Light industrial • Basement cleanup • Moving/loading • Warehouse help • Inventory



# *Spring Cleaning Projects? Call Alliance WORKS!*

Alliance WORKS is a program of the Alliance of the Streets designed to help connect low-income people looking for work with individuals, businesses and organizations who need short-term workers for tasks like yardwork, janitorial, painting, dishwashing, food service, snow shoveling, assembly and more.

If you have a spring cleaning chore staring you in the face and you'd like help, call Jim McDonough at Alliance WORKS at 870-9269.

***Alliance WORKS: We can get the job done!***

**870-9269**

• Yardwork • Dishwashing • Office help • Painting • Light industrial • Yardwork • Janitorial/Cleaning • Warehouse help • Inventory

Showshoveling • Dirt removal/digging • Window washing • Landscaping • Janitorial

## MEMORANDUM

TO: Study/strategy circle project collaborators  
FROM: Darcy Seaver, Bruce Vandal, Dick Little  
DATE: March 21, 1996  
RE: Status of project

---

This is to provide a brief update on this project's status and our next steps. I enclose an earlier memo that summarizes how we came to develop our tentative project plan: a study/strategy circle project in which citizens throughout the Twin Cities metro area would examine how racial and economic segregation of housing affects educational achievement and opportunities. Also enclosed is the draft proposal itself.

To date we have held three meetings regarding this project. We now have agreement about the general project structure and a group of at least four organizations that are interested in serving as Project Coordinators. Still others have expressed interest in acting as Resource Partners and/or Sponsors (see the proposal for descriptions of these various roles).

At our most recent meeting (this morning), the group thought it best to begin focusing the project by solidifying the group of Project Coordinators. The Coordinators would form the working group that would flesh out the details of the proposal, specify the roles and responsibilities involved in the various levels of collaboration, begin fundraising, and identify and recruit potential Resource Partners and Sponsors.

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

If you have any questions or comments, please feel free to call or fax Darcy at HEEP (871-8980; fax 871-8984), Bruce at MMEP (330-1509; fax 330-1510), or Dick (724-5662; fax 339-3288).

MEMORANDUM

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

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- Be more action-oriented than traditional study circles;
- Consider incorporating other models of community-based discussion and education, such as the MN Minority Education Partnership's "Communities of Color Empowerment Model," which stresses providing information and research services to the groups, the development of strategies by the groups, and subsequent community forums organized by the groups;
- Combine the study/strategy circles with larger Community Forums, in which citizens would have the opportunity to learn more about the issues and policy options, and to discuss these with various "experts" and as a group.

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

From 4/11 mtg

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

[March 10, 1996 draft]

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

*Objectives:*

- To discuss how the community in which we live and our personal experiences as members of that community affect the education of our children.
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*Structure of discussion groups:*

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1. Identify and engage collaborators and agree to basic project structure (by 3/30 and continuing)
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Add Leadership Steering Committee group

Leadership from:  
-> Labor  
-> University  
-> Schools

Will also help recruit + connect us to sponsors

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

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

Jim M: MN Planning Dept + the State of Diversity rpt

2. Develop budget and fundraise (proposal by 4/30; funding by 6/30)

add \$ for facilitators + meals + transp. + 3 care + translators

3. Recruit sponsors (who will recruit facilitators, participants, etc.) (Summer 1996)

4. Develop base materials to be used in groups (Summer 1996)

Don Kurkows state runner / Nancy Shapiro

5. Train facilitators (August) - use non-traditional leaders + pay them

State Human Rights Dept + local human rights commissions - League of rights commissions - Justice Education Dick + Mary + Matt

6. Organize Community Forum I (early September)

- To introduce the issues and why they are important
- To kick off the community-wide strategy discussion project

7. Conduct the discussion groups (mid-September through October)

8. Groups conduct their mini-community forums (early November)

9. Organize overall Community Forum II (January 1997)

10. Issue some form of report/findings

Use L out wks in country to help train

Urban Coalition has contacts in Asian country for translators + daughter's friend

Jim - ~~not~~ include strategies + avenues for action + implementation

SHARC

- wks w/ suburban schools - primarily Robbinsdale, Eden P + "Hands Across Campus" - hall program
- new Dept of Families, etc. -> uncertainty re \$
- major problem in suburban schools -> sharing resources
- Fred is on Golden Valley Human
  - contact mayor
  - other human rights commissions
  - Gail Dorfman
  - Crystal
- City Councils in suburbs prob. hardest
- only 6 hsq authorities -> shows lack of

teachers students

Dick - This is a very interesting proposal & I'm sorry I can't be with you Thursday A.M. - all AM I'm with the WMEP group (the 8 suburban school districts next to Mnpls) planning more inter-district deseg/integration activities. Keep us posted please as this moves forward.

**MEMORANDUM**

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

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Dick - I think it is critical to involve people with a wide range of views in order for change (for the better) to occur long term. We don't need lots of preaching to the choir. But these issues also need action - moved forward by like-minded people.

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

[March 10, 1996 draft]

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

**Objectives:** *if action oriented, this examination would lead to recommendations, suggestions, calls for action*

- To discuss how the community in which we live and our personal experiences as members of that community affect the education of our children.
- To educate participants about other communities' perspectives and experiences in these areas.
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  - Each group to be as diverse as possible (by race, ethnicity, nationality, income, age, profession, education, political perspective, etc.) *very important to be effective*
  - Discussion sections begin with common base discussion materials and goals for session
  - Goal: Citizen group development of strategies
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- who*

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

*who recruited* (c) **Sponsors.** Will sponsor study circles by recruiting individuals for study circles, facilitating study circles, and providing a location for study circle meetings. Will sign a "Pledge of Participation" outlining their roles and responsibilities in the project.

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*legislators*

2. Develop budget and fundraise (proposal by 4/30; funding by 6/30)
3. Recruit sponsors (who will recruit facilitators, participants, etc.) (Summer 1996)
4. Develop base materials to be used in groups (Summer 1996)
5. Train facilitators (August)  
*identify resource info needs from organizations ASAP*
6. Organize Community Forum I (early September)
  - To introduce the issues and why they are important
  - To kick off the community-wide strategy discussion project
7. Conduct the discussion groups (mid-September through October)
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10. Issue some form of report/findings *to whom*



# MINNEAPOLIS PUBLIC SCHOOLS

AN EQUAL OPPORTUNITY SCHOOL DISTRICT

807 NORTHEAST BROADWAY, MINNEAPOLIS, MINNESOTA 55413-2398  
Telephone 612/627-2190

## DEVELOPMENT AND GOVERNMENT RELATIONS

### FAX TRANSMISSION

**SEND TO:**

Name: Dick Kittle

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

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

FAX Number: 827-7359

Number of Pages Sent: 4 Date: 3/20  
(including cover sheet)

**MESSAGE:**

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IF ALL PAGES ARE NOT RECEIVED, CALL (612) 627-2190 REQUEST RETRANSMISSION.

**SENT BY:**

NAME: Zib Hinz

ADDRESS: \_\_\_\_\_

PHONE NUMBER: 627-2190

## MIAR EDUCATION TASK FORCE FAX TRANSMISSION

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

Fax: (612) 827-7359

**DATE:** 19 March 1996

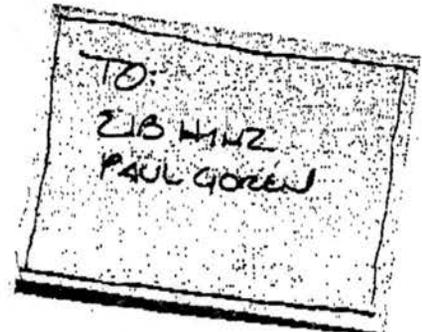
**TO:** MIAR Task Force Members and Collaborators

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

**SUBJECT:** Next Task Force Meeting  
and copy of Draft Proposal for Action

**TOTAL PAGES:** 5 (including cover)

**MESSAGE:** See Memo on next page.



## MEMORANDUM

**TO:** MIAR Education Task Force & Collaborators

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

**SUBJECT:** Confirmation of next Task Force Meeting  
Thursday, March 21  
8:00 a.m.  
Minnesota Church Center, Conference Room 1  
122 West Franklin Ave (corner of Franklin & Pillsbury)

### AGENDA

#### 1. Draft Proposal for Action

Bruce Vandel (Minnesota Minority Education Partnership) and Darcy Seaver (Metropolitan Interfaith Council for Affordable Housing) will lead the discussion on our proposal for action based on our February and early March meetings and discussions. Our proposal is to use Study Circles (or a variation thereof) and Community Issues Forums as a vehicle for generating public dialogue and education about race related issues (particularly schools and housing) in the Minneapolis area and metro-wide.

#### 2. Briefings on Related Initiatives

Ross Corson of METRONET and Minnesota Center for the Book and John Vinton of Hamline University will talk with us about their initiatives, Minnesota Community Conversations and Hamline Dialogues. A potential exists for jointly funded and collaborative activities involving these two initiatives and our initiative.

I look forward to seeing you if are able to attend. Please RSVP to 724-5662.

## Study/Strategy Circles Project Collaborative

April 11, 1996

8:00 a.m.

Minnesota Church Center

### AGENDA

- I. Welcome & introductions
- II. Explanation and discussion of collaborator roles and responsibilities
  - A. Project Coordinators
  - B. Resource Partners
  - C. Sponsors
  - D. Policy makers/institutions
- III. Preliminary commitment to participation in one of these roles
- IV. Next steps
  - A. Fundraising
    1. Possible funders
    2. Approach
  - B. Developing Pledges of Participation
  - C. Identifying and recruiting additional Resource Partners, Sponsors, and Policymakers
  - D. Developing a **name** for the project
- V. Set next meeting of Working Group and next step for others

## MEMORANDUM

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

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fax: ↓  
871-8984

fax: ↓  
330-1510

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*by Bruce Vandal (MMEP) and Darcy Seaver (MICAH)*

[March 10, 1996 draft]

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*Minneapolis Center for Neighborhoods*

P.O. Box 14207

Minneapolis MN 55414-0207

612/379-3602

**FAX COVER SHEET**

①  
TO: BRUCE VANDAL @ MMEP

② DICK LITTLE @ INTERFACE

FROM:

JARCY SEAVER

SUBJECT: Tomorrow's 8:00 AM mtg agenda

DATE: 4/10/96

Comments: Please review + get back to me

@ 379-3602.

Thanks!

Total number of pages in this transmission, including this page: 2

*If you have any difficulty receiving this transmission, please contact us immediately at 612/379-3602.*

*Minneapolis Center for Neighborhoods*

P.O. Box 14207

Minneapolis MN 55414-0207

612/379-3602

**FAX COVER SHEET**

TO: DICK LITTLE

FROM: DARCY SEAVER

SUBJECT: Revised proposal

DATE: 3/11/96

Comments:

Total number of pages in this transmission, including this page: 3

*If you have any difficulty receiving this transmission, please contact us immediately at  
612/379-3602.*

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

[March 10, 1996 draft]

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Minneapolis Center for Neighborhoods  
P.O. Box 14207  
Minneapolis MN 55414-0207  
612/379-3602

**FAX COVER SHEET**

TO: BRUCE VANDAL, MMEP

FROM: DARCY SEAVER

SUBJECT: Study circle proposal + cover memo

DATE: 3/11/96

Comments: Please let me know what you think.  
One area in which I need your help: I have  
not included anything about where these groups  
would go - the follow-up action that will make  
people feel that something will happen w/their work.  
Could you draft something on that? I'm stumped on

Total number of pages in this transmission, including this page: 4

how to  
phrase  
it.

If you have any difficulty receiving this transmission, please contact us immediately at  
612/379-3602.

Thanks!

# ***The Communities of Color Empowerment Model (COCEM)***

## ***Philosophy***

The Communities of Color Empowerment Model (COCEM) was inspired by the findings of "Mandate for Change", a report completed by MMEP in the spring of 1993. The report examined citizen perspectives on the delivery of social services and the prospect of collocating social services within schools. One of the key findings of the report was that communities are unsatisfied with services being delivered to them within their communities. Instead, citizens felt that communities should be empowered to address the problems that social services have traditionally remedied. In addition, the report found that once engaged, community members are interested in working closely with government and education institutions for the purpose of solving problems within their communities.

## ***Proposed Strategy***

COCEM develops collaborative relationships with communities and education institutions by facilitating community involvement institutional strategies to increase the success of students of color. The strategy involves the following proposed steps as part of an issue cycle.

## **Issue Groups**

Issue groups will meet on several occasions to discuss the issues related to a particular problem affecting the success of students of color in their community. The groups will be facilitated by trained community members that are familiar with the issue and are recognized leaders within the community.

## **Community Forums**

Information gathered in the issue groups will be synthesized and presented to community members, educators, and policy makers through a series of community forums. The goal is to develop a dialogue among community members and education institutions that will result in potential solutions to be implemented through collaboration between the community and higher education institutions.

## **Reports to the Community**

MMEP staff will then compile the information and solutions discussed in the issue groups and community forums into a "Report to the Community." These reports will examine the issues and solutions in more detail and suggest a mode of action. The Reports to the Community will offer specific solutions on how communities can be involved in the implementation of solutions. In addition, the reports will propose how MMEP, communities of color and educational organizations can collaborate on potential solutions.

## **Community Action**

The final stage in the process will be the implementation of strategies recommended during the process. Strategies will emphasize how community resources like cultural heritage, people, relationships, and community loyalty can lead to workable solutions to community problems. Education institutions will need to value these resources and incorporate them into strategies that lead to systemic change. Developing and maintaining lasting bonds among communities, individuals, education institutions and community organizations that will serve our communities for future generations is the long term goal of this process.

## ***Support***

In addition to developing collaborative relationships between education institutions and communities, it is important for communities to have access to information and resources that will assist them in the development and implementation of strategies. As part of COCEM, MMEP will make use of its database to funnel information and resources to the participating communities. Additionally, training in the skills of citizen participation and parental involvement in schools would be a critical resource in which communities would need access.

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

[March 7, 1996 draft]

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*Objectives:*

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## New things to consider

> Have 20 intensive groups; plus many more "independent" groups

> Pair org-based ~~independent~~ groups

- mix up ~~right~~ right away
- or later

> Ruth Ann's joint re-org. of diversity of groups

- pair later?

> Holding pilot ~~discussion~~ <sup>discussion</sup> group

- of coalition members
- some out in sponsor groups
- cd talk abt results @ Comm. Forum I

> Develop "Pledge of Participation"

Proposal for community strategy discussions <sup>study</sup>

**Purpose:** To <sup>have citizens</sup> examine how racial and economic segregation of housing affects educational achievement and opportunity. →

**Objectives:**

- Discuss how participants' own living experiences affected their education (and how it currently affects the education of their children)
- Educate participants about other communities' perspectives and experiences [in these areas]
- Examine the challenges that racial and economic segregation of housing pose for our educational system
- Develop strategies to overcome these challenges

**Structure:** <sup>e</sup> Planning ~~steps~~ steps:

1. Identify and engage potential sponsors and partners
2. Develop base materials for <sup>use in</sup> strategy discussions <sup>groups</sup>
3. Organize Community Forum I
  - To introduce the issues and why they are important
  - To kick off the community-wide strategy discussion project
4. Train facilitators
5. Conduct the discussion groups
6. Groups conduct their mini-Community Forums
7. Organize overall Community Forum II

- Project coordinators
    - > wkg group
    - > provide some staff support
    - > fundraise
  - Resource <sup>source</sup> partners
    - fundraise
    - "curric support"
    - material dev. + research
    - sponsor recruitment
  - Sponsors <sup>groups</sup>
    - Recruit ~~the~~ participants
    - Facilitate
    - Provide space
- see if UGM or Am bus wd help train facilitators*

**Structure of disc. groups:**

- Metro-wide
- 5-15 k in each
- 20 intensive groups (plus add'l "indiv" groups?)
- # of mtg hrs: 12 (allow groups may decide how to split this up)
- All groups to finish by a certain date
- Discussions based on goals + materials loose "curriculum" (each group given the same goals + materials to start each session)
- End goals:
  - 1) development of strategies
    - a. what can they <sup>can</sup> do in their county?
    - b. what they can do in other communities?
    - c. what policies are necessary?
  - 2) Every holds community forum
    - they identify county leaders + policy makers to invite
    - community itself invited

# MEMORANDUM

TO : MIAR Education Task Force ~~Members~~  
and Collaborators

FROM: Dick Little, Chair

SUBJECT = ~~Reset Task Force~~  
Task Force Meeting  
Thursday, March 7, 8-10 AM  
Minnesota Church Center, Conference Room  
122 West Franklin Ave., Mpls.

Bruce Vandell and Daray Seaver  
will present a proposal for action  
based on ~~from~~ <sup>from</sup> February - meeting and  
discussion of using  
~~Study~~ Study Circles and Community  
Issue Forum as a vehicle for dialogue  
on race-related issues.

Please RSVP 724-5662

Bruce  
2/27/96

Purpose: To <sup>examine</sup> ~~discuss~~ how ~~our~~ racial + economic segregation in ~~the metro~~ ~~area~~ housing impacts educational ~~success~~ achievement + opportunities

Objectives:

- Discuss ~~the~~ ~~adverse~~ how their living situation affects educational achievement
- Educate ~~to~~ ~~all~~ ~~the~~ ~~experiences~~ other <sup>communities</sup> perspectives + experiences related [in these areas]
- [ Examine ~~the~~ the challenges that racial + economic ~~is~~ segregation <sup>(in housing)</sup> pose for our educational system
- Develop strategies to overcome these challenges

Structure:

1. Identify + engage potential partners / sponsors
2. Develop ~~basic~~ base materials for surveys

2. Community Forum

- To introduce the issues, explore why <sup>important</sup>
- To " " the strategy / project plan
- To encourage participation

3. Training for ~~study circles~~ [ facilitators ]

4. Conduct the [ ]

- Have facilitators gradually ~~give~~ distrib. materials
- ~~Provide resources~~ + continue to provide + develop resources as requested in each group

5. County Forums  
5. Community form

The Active Citizenship Project  
Remind it's going on all over  
Set it as a challenge

## Structure of groups

### 1. Size:

- # in group: 5-15
- ~~probably 10-15~~
- # of groups: 20+
- metrowide

- equivalent to MHR in St Paul?

### 2. Composition

but w/ some organizational sponsorship for recruitment for meeting space for facilitator

- a. geographically-based
- b. ethnically-based
- c. ~~faith~~ organization-based
- d. faith-based
- e. economically-based

## Structure of mtgs:

1. ~~#~~ # of mtgs: 12 hrs groups
2. Time frame: Allow indivs to schedule them, but both when + how long, but ~~all~~ hr all groups finish by a given date
3. # provide goals for each mtg
4. Provide base materials ~~to~~ to start each mtg/ each goal
5. End goal: development of strategies
  - a. what can they do in their cnty
  - b. what can they do w/ other cntys
  - c. what policies ~~and~~ <sup>and</sup> ~~need~~ <sup>are</sup> ~~to be~~ <sup>needed</sup> ~~changed~~
6. ~~Have groups~~ Also: Have groups organize public event/forum, in their "cnty", to which the ~~larger~~ <sup>county</sup> ~~county~~ <sup>county</sup> leaders, ~~policy~~ <sup>policy</sup> makers + citizens are invited

"Curriculum" Base goals/materials common to each group

# Diff types of involvement

- Project coordinators
- "Resource groups" / individuals
  - fundrais, support
  - material development + research
  - ~~material~~ sponsor recruitment
- Sponsor groups
  - Recruit
  - ~~Recruit~~
  - Facilitate
  - ~~Recruit~~ Space

Potential:

- > MAREP
- > Equity Project
- > Asian Coalition?
- > MARE?
- > Institute on Race + Poverty

Like group  
 provide staff  
 fundrais

[ ] groups

## Steps/Time

By 3/30 1. Identify basic ~~resource + C~~ resource + C T groups + agree to basic project structure

in progress by 4/30, # by 6/1  
 summer < 2. Develop budget + fundraise  
 3. Have resource groups recruit sponsors  
 4. Develop base materials

First week of Sept 5. Organize kickoff Forum

August 6. Train facilitators

Mid-Sept → 10/31 7. Conduct groups

Early Nov 8. Have groups do indiv forums

Jan 1997 → ~~Mid-Sept~~ 9. Organize wind up forum

10. Final report

WE CAN DO SOMETHING ABOUT **RACISM!**

# The People's Institute for Survival and Beyond

*presents*

## Undoing Racism Workshops

intensive 2-1/2 day trainings to understand racism and what we can do to eliminate racism

### The Workshops Are Open To:

- community organizers
- peace and social justice activists
- religious leaders
- social workers, educators
- anyone interested in creating a more humane society

The People's Institute also offers short presentations for groups on Undoing Racism in their communities or organizations.

## 1996 Undoing Racism Workshops

### In Minneapolis

February 6 - 7, May 9 - 10  
July 18 - 19, December 3 - 4

Contact Juanita Pekay  
Pillsbury Neighborhood Services  
612/529-0422

### In New Orleans

January 19 - 21, April 19 - 21  
July 19 - 21, October 18 - 20

Contact The People's Institute for information

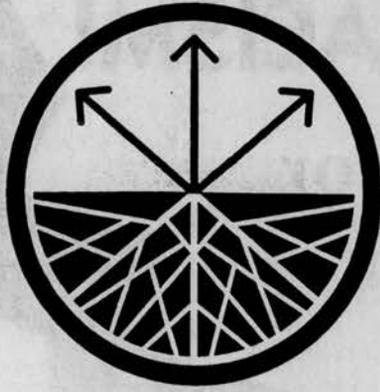
### WHAT IS THE PEOPLE'S INSTITUTE FOR SURVIVAL AND BEYOND?

The People's Institute is a national multiracial network of antiracist organizers and educators working to end racism and other forms of institutional oppression.

For more information  
phone 504-944-2354 ♦ fax 504-944-6119  
1444 N. Johnson Street  
New Orleans, LA 70116-1767

THE PEOPLE'S  INSTITUTE  
FOR SURVIVAL & BEYOND

*Jonette Zuercher (Zirker)*  
*529-5231*



# The People's Institute For Survival & Beyond

## 1996 Undoing Racism Workshops Building Grass Roots Movement for Change

"Undoing Racism" is an intensive, two and one-half day workshop in personal community empowerment. It is offered by the The People's Institute for Survival and Beyond, a national multi-racial collective of veteran organizers and educators dedicated to enabling people to secure their rights and to ending racism, and other forms of oppression.

The workshop is for community organizers and organizations; peace and social justice activists; religious leaders, social workers and agencies, political and welfare rights organizations; the business community; students and educators; and cultural organizations.

## The Workshop's Seven Basic Components Include:

- ◆ Defining & Undoing Racism
- ◆ Defining & Sharing Culture
- ◆ Learning from History
- ◆ Leadership Development
- ◆ Accountability
- ◆ Community Organizing
- ◆ Networking

Workshops are held in the city of New Orleans. Workshops begin on Friday evening at 7pm and finish at 4pm on Sunday evening.

Cost of workshop is \$200

Fill out and mail with \$50 non-refundable deposit to  
The People's Institute

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_



I cannot attend but please accept my contribution  
for scholarships.

# 1996

**January 19 – 21**

**April 19 – 21**

**July 19 – 21**

**October 18 – 20**

1444 N. Johnson St, New Orleans, LA 70116

phone 504/944-2354, fax 504-944-6119

## Minnesota Minority Education, Inc. Programs and Projects

Community of Color Empowerment Model. (COCEM) Engages community members to work closely with government and education institutions for the purpose of solving problems within their communities. COCEM develops collaborative relations with communities and education institutions by facilitating community involvement institutions strategies to increase the success of students of color. The strategy involves: issue groups, community forums, reports to the community, community action, and staff support from MMEP.

National Early Intervention Scholarship and Partnership GET READY! Program. (NEISP) This partnership with the Higher Education Services Office is a pilot initiative that will provide project counselors to make personal contact with individual students and parents to help them understand personal an family values, goals, and interests, and then to broaden this understanding to elevate awareness of the achievability and accessibility of educational and career options.

Institute for Multicultural Connections. (IMC) The Institute for Multicultural Connections focuses on expanding the pool of students of color who enter the field of professional education. Currently people of color are dramatically underrepresented in this profession. This project will enable seven teams of students and professionals from Minneapolis, St. Paul, Bemidji, Duluth, Grand Rapids and Northfield to identify barriers preventing students of color from successfully pursuing education careers and to develop grassroots programming to address those barriers. A total of 200 Minnesota high school, college and community educators, as well as high school and college students will receive direct services from this grant. The first institute will convene in June 1996.

Diversity Planning. MMEP recently concluded a three year contract with the Minnesota Independent School Fund (MISF) by assisting their 32 schools with the development of diversity plans and implementation strategies. This initiative increased the diversity of students, faculty and staff on each of the campuses and assisted the schools in adjusting to a more multicultural curriculum. This project is currently being expanded to include public schools/ districts and nonprofit agencies with an education focus.

Summer Enrichment Guide. In 1995 MMEP will publish its ninth edition of the Summer Enrichment Guide for students of color. This guide provides information on nearly 100 Minnesota summer enrichment programs designed specifically for students of color or which provide special incentives to attract students of color.

Summer Enrichment Fair. The Summer Enrichment Program Fair for Students of Color is an annual event in March were representative from approximately 100 summer enrichment programs provide materials on their summer academic program opportunities to students of color and their parents. Annually, over 1,000 students of color from throughout the state of Minnesota have attended the fair.

Database of Students of Color. MMEP's Database of Students of Color is an effective tool for disseminating information to stunts of color and for conducting research that informs educators and policy makers about the experiences for students of color. Now in its fifth year the database includes over 2,000 students of color from grade levels ranging from kindergarten through postsecondary.

BRUCE +  
DICK  
2/19/96

## Forum

What needs to happen in the county to improve the lives of children

- Dick: Have it led by 2 co-facilitators that try to move it forward (not a panel)
  - mix audience w/ h w/ strong experts who are introduced as such
    - but hv them be part of audience

→ + who are knowledgeable about study circles + collecting forum model

- out of it: start smaller discussion groups

① Need to define convene groups

## Audience

- B: difficult to get h from communities
  - esp. low-income, single family

\* ① but we cd use this as a springboard for h to do that greater outreach

② then: develop a strategy for going out to the communities

- Question of diversity of county-level groups
 

- geographically based

B:  
- Importance of "public experience" after discussion

- Betty Jo will do presentation on train (Mpls Schl Dist's) anti-racism initiative

- Kettering

- source of in-kind ~~support~~ <sup>support</sup> as facilitator
- v. skilled @ moving conversations ~~to~~ toward consensus + action

- Importance of ~~facilitator~~ facilitator

- Need to

- ① Develop timeline
- ② Identify stakeholders
- ③ Focus subject
  - Hsg, Schools
  - Crime? (I say no)
  - Dick: ~~also~~ also how ~~create~~ communities + programs for 3 ~~connect~~ more
  - Search Institute

✓ Reserve room @ Church Ctr 3/7 8-10 AM

- Imp. of having sense of who will be listening to the results
  - Betty Jo @ the Schools
  - MIAR (+ City)
    - Plan?
    - MCA?
    - State?
    - met Council?
- Develop the perspective from which will be coming
  - start w/ MIAR's <sup>start of</sup> principles on hsg + education (dev. by their issues cmtc)

#### 4. ~~Timetable~~

- 5. ~~Structure~~ Roles + responsibilities w/in groups → fund → stakeholder development
  - conveners
  - participants
- 3. Stakeholders
- 1. ~~Basic approach + structure~~ → Two ways:
  - Bruce + I explain our idea
- 2. ~~Topics~~ → prob. Hsg + Education

#### Organizing/Leadership

- what do we want to learn from

- Draft notes for Dick + Bruce

- Scott Boli (sp?) → (2/23/84 see diversity on MN Cntry. Conversations)
  - involved in study circles + civil rights
  - active street organizer &