



Education and Housing Equity Project Records.

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S **AIN**T PAUL. Minnesota's capital city. A city proud of its past and its tradition of strong, tightly knit neighborhoods. Today, many people are migrating here to live and find work, put down new roots, and raise families. The face of **SAINT PAUL IS RAPIDLY CHANGING**. We are increasingly becoming a rich, multicultural community that is economically and culturally diverse.



On University Avenue, Asian food markets and restaurants, insurance companies, employment agencies, and many other small businesses open daily to serve a growing Southeast Asian community. Sprinkled in other neighborhoods, community newspapers emerge printed all or partly in Spanish, Hmong, Russian, Cambodian, Somali, and many other languages. Our classrooms are filled with students from many **DIFFERENT CULTURAL BACKGROUNDS**—45,000 of these students speak one of 54 different languages at home.

If we as a community can recognize the richness of this multicultural identity, we can **TAP THE ASSETS** of all our community's residents to create wealth and sustain economic growth in Saint Paul. We can engage all of our youth and our future leaders in planning for the next century. And we can **COLLABORATE ACROSS CULTURAL DIFFERENCES** to strengthen and invigorate our neighborhoods to **CREATE A HEALTHY AND VITAL CITY**.

The **1999 CITIES AT WORK** forum series, *A Continuing Public Dialogue on Race, Connections, and Commitment to Action*, provides a time and place to participate in honest dialogue about shaping our city's future.



This fall, we invite you to join families, interested residents, faith-based groups, policymakers, business leaders, nonprofits, neighborhood organizations, and funders from across Saint Paul at the 1999 *Cities at Work* forums. **SHARE GOOD FOOD**. Engage in respectful, **LIVELY DIALOGUE**. Explore **NEW IDEAS**. Learn more about **WHO WE ARE** as a community. Renew old friendships and make **NEW CONNECTIONS**. Together, we can unleash the power of our community and commit to creating a future Saint Paul that is an attractive place for all of us to live and work.



AMHERST H.
WILDER
FOUNDATION
ESTABLISHED 1906

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Saint Paul, Minnesota 55104-2198

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Cities at Work 1999

The 4th annual series to promote dialogue and discovery about Saint Paul's future

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FALL FORUMS

A Continuing Public Dialogue on Race, Connections, and Commitment to Action

The Changing Faces of Business
Thursday, October 14, 1999

Beyond Tolerance: A Call to Action
Monday, November 8, 1999



The Changing Faces of Business

Thursday, October 14, 1999

Saint Paul's business sector is increasingly impacted by our changing population. Minority-owned businesses are sprouting up, entire business districts are changing character, and the mainstream business community is racing to recruit and develop a new workforce and attract a broader customer base. Business has to change as our communities grow and transform. It's time to think globally—and build new connections and partnerships within our local community.

Breakout sessions will feature local businesses that are successfully reaching broader market segments, innovative ventures and partnerships by local companies, doing business in the inner city, success stories on recruiting and retaining workers...AND MORE!

WALK AWAY WITH

- a deeper understanding of our changing business community
- ideas to use the next day
- new connections and potential partners

KEYNOTE SPEAKERS

- Duane Benson, Minnesota Business Partnership
- Dr. Bruce Corrie, Concordia University

Registration/Breakfast: 8:00 AM

Public Forum: 8:30 AM–noon

Light lunch to follow, hosted by 3M

Metro State University

700 East 7th Street

Beyond Tolerance: A Call to Action

Monday, November 8, 1999

Talk. Dialogue. Action. Can we move beyond talk and passive tolerance for our cultural and economic differences to committed action? For the past eight months, over nine hundred people have been engaged in dialogue on the challenges of housing, education, and racial reconciliation in our community. Learn from their experiences and join others in forging action steps that make a difference in our community. We can complement each others' strengths and assets as we work community-wide towards cross-cultural understanding and racial reconciliation.

Registration/Buffer Dinner: 5:00 PM

Public Forum: 5:30-8:30 PM

Arlington High School

1459 Rice Street

KEYNOTE SPEAKER: John Powell, Institute on Race and Poverty

HEAR what others have discussed and learned in the 1999 *Cities at Work* forums and in the Community Circle Dialogues about the impact of racism and economics on their lives.

EXPLORE how group and individual actions can address the challenges of economic and racial injustice.

DISCOVER how you can personally become involved with others to initiate community-wide strategies.

SHARE good food and conversation as we affirm our ongoing commitment to eliminating racism and creating a more inclusive community.

Community Circle Dialogues

What are community circle dialogues?

Small, diverse discussion groups that meet for five, two-hour sessions over a period of two months for honest and open dialogue. The discussions are led by trained facilitators and use a written study guide to explore the challenges of housing, education, racism, and multiculturalism in Saint Paul.

What is the purpose of the community circle dialogues?

Community circle dialogues build a greater understanding of other viewpoints and encourage individuals and communities to take action and promote public policy change.

How can I get involved?

The community circle dialogues are being sponsored by community-based organizations, schools, neighborhoods, and local businesses throughout Saint Paul and the broader metropolitan region. For more information about how you or your organization can participate, call 651-659-6031.

Cities at Work 1999 Sponsors and Funders

Amherst H. Wilder Foundation • Asian Pacific Endowment for Community Development • Catholic Charities • City Solutions • Community Employment Partnership • East Side Neighborhood Development • Education and Housing Equity Project/Community Circles Collaborative • Jane Addams School for Democracy • Leadership Saint Paul • Local Initiatives Support Corporation • MRA Initiatives for Change-Twin Cities • Minnesota Alliance with Youth • MN Hmong Chamber of Commerce • National Conference for Community and Justice • Neighborhood Development Center • Otto Bremer Foundation • St. Paul Area Council of Churches • Saint Paul Human Rights Department • St. Paul/Ramsey Children's Initiative • St. Paul Department of Planning and Economic Development • St. Paul Planning Commission • St. Paul Public Schools • 3M Corporation • United Way of the Saint Paul Area • University UNITED • The Urban Coalition • YMCA of Greater St. Paul • And a diverse group of community volunteers

Registration

All events are free and open to the public, but advanced registration is required for meals. For more information, contact Linda at 651-642-4060 or lmh@wilder.org

Please check the forum(s) you plan to attend:

The Changing Faces of Business

Thursday, October 14, 8:00 AM–noon
Metro State University, 700 East 7th Street

Beyond Tolerance: A Call to Action

Monday, November 8, 5:00-8:30 PM
Arlington High School, 1459 Rice Street

Name _____

Organization (if any) _____

Address _____

City _____ State _____ Zip _____

Phone _____ Fax _____ Email _____

Send completed forms to: Linda Hoskins, Wilder Foundation,
919 Lafond Avenue, Saint Paul, MN 55104 OR fax: 651-642-2088

CTA 1999 Action Forum Small Group Discussion - Work sheets
(Underlining indicates prioritized actions)

HOUSING OPORTUNITIES

A. Advocate for affordable and accessible housing

What can be done

1. Educate folks about federal government role in housing
2. Rehab instead of demolition
3. Public involvement in St. Paul City Council - link to St. Paul housing policies
4. Build affordable housing based on income/jobs created
5. Focus on local politicians - their commitment to affordable housing
6. More aggressive support of non-profit housing developer -with more funding
7. Bring together diverse communities and dollars to purchase plots for affordable housing

What organizational resources

(No entry)

What Individuals as resources

(No entry)

Who will participate

(No entry)

B. Expand fair and inclusionary housing practices

What can be done

1. Proactive: educate ourselves and others; showcase strong examples with people from both Urban and suburban; use affirmative marketing; get faith based groups involve
2. Recruit businesses - high profile to add voice to mission; add your voice to the issue in your respective business
3. Recruit diverse housing industry professionals - make this part of corporate culture- get faith based groups more involved
4. Connect fair and affordable housing - using same strategies.
5. Build capacity of communities of color with housing
6. Strengthen inclusionary housing statewide
7. Identify interest conversions among diverse groups
8. Dispel myths - education, landlords - a)lack of fair/affordable housing; concentrations of poverty; b) the impact of diverse communities; c) use strong models of mixed income and racially diverse housing
9. Monitor public agencies that are providing dollars to low income people
10. Unite suburban and urban public officials

What organizational resources

(No entry)

What individuals can help

(No entry)

Who will participate

(No entry)

C. Create a housing information clearinghouse

What can be done

1. Research available housing resources
2. Who would be responsible to run/maintain clearinghouse?
3. Inform on vacancy & availability
4. Separate list of rentals vs. owned property
5. Key people in agencies; housing inspectors
6. Kiosks with computers with housing information strategically located in shelters, community centers; case managers access this information in the shelters
7. Build networks with agencies, organizations that already provide some housing assistance

What organizational resources

1. First Call For Help - each agency provide better information about housing services
2. Crisis Connection

What individuals can help

- 1, Master degree or university students to gather current housing services available

Who will participate
(No entry)

(Chart with no group identified and no worksheet format)

1. One to one replacement at same affordability
 2. Work closer with community
 3. Require 3 affordable homes/units be built for every \$300,000 home
 4. Organize broader community support for affordable housing - preach beyond the choir to communities of faith and business leaders
 5. Address zoning requirements
 6. Community subsidize its own stock
 7. Create policies that actually have dollars allocated
- (Chart listed with no heading: Northside Minneapolis; St. Paul)

ENRICHING COMMUNITY THROUGH DIVERSITY

D. Expand opportunities for circle dialogues about race and racism

What can be done

1. Public and private combined sponsorship
2. Create infrastructure to help us move beyond dialogues
3. Unify effort; build on what others are doing; leave turf behind
4. Community circle in high schools with students, faculty, staff
5. Increase government sponsorship of c.c. - cities, met. council, counties
6. Youth oriented circles in churches, schools
7. Expand to phase 2 with focus on history, particularly of the Twin Cities
8. Expand beyond discussion level; define assets and priorities
9. Non-linear approach similar to restorative justice model
10. Strike at the roots of racism rather than at the branches of the tree
11. Mandatory awareness from preschool to high school
12. Validate diversity through diversity awareness experiences
13. Have several levels of approaches

What organizational resources

(No entry)

What individuals can help

(No entry)

Who will participate

(No entry)

E. Welcoming new immigrants in our communities

What can be done

1. Start with one - on -one relationship
2. Volunteer on ESL - just basic thing on tutoring, e.g., teach writing name
3. Treat them as a human being - smile, assist them, go next to them
4. Build relationship
5. Appreciate/ be patient -take time to listen
6. Share story and learn from each other
7. Stay informed - help issues - don't ignore them
8. As individual learn from each other - connect with legislature
9. Church outreach on relationship issues
10. Media - anti-immigrant
11. Issues on language - need translators

What organizational resources

1. Resource directory with translations
2. Form letter/or the Web - standard form
3. Collaboration among group, e.g., fact sheet
4. Understanding the immigration process, how organizations help them
5. Neighborhood gathering/collaboration
6. Dialogue/training/support group

What individuals can help

1. Build relationships before advocating
2. White privilege - work hard

Who will participate

1. Research Center on Ethics/ issues
2. Get involved in neighborhood association
3. Training material; train trainers; info from the Web site

F. Develop faith-based action for racial justice

What can be done

1. Change personal and congregational attitudes
2. Work together to change own attitudes and systems
3. Bring churches together to examine what they could do together
4. Connect to existing organizations to learn from what resources already exist
5. Churches prepare selves - counter-racism agenda; small groups; training and mobilizing
6. Racial impact statement- examine impact of existing policies
7. Focus on virtue of hope: name successes we can piggy-back
8. Develop education in Anglo congregation re white privilege and power
9. Create culture in organization where the issues are valued; group value expressed
10. Creative problem-solving; develop network of diverse ethnic group; find issue to work together ; organize into political group - organize and network into political system - they define the issue - progress from individual to systemic solution
11. Network of many - or smaller- congregations take on a task together leading to formation of relationships in working together
12. Reduce fear and increase respect; get youth involved in communities with people different from themselves
13. Examine own organization and structures - racist practices embedded in congregation- develop traveling work shops to provide education to stimulate awareness of personal responsibility

What organizational resources

(No entry)

What individuals can help

(No entry)

Who will participate

(No entry)

G. Expand community involvement in Census 2000

What can be done

1. Family centers - 9 locations ergo 9 census events, family oriented - culturally diverse
2. Posters on census at Parks and Recreation centers
3. MTC - bus wraps, interior; and exterior into classes
4. ESL - incorporate Census Curriculum into classes
5. African American parent involvement day and family nights; open houses; school programs for the year

What organizations resources

1. St.Paul Public Schools
2. Ramsey and Hennepin
3. NAACP
4. MN Senior Federation/Metro Region to volunteer to do these events
5. MN Independent School Fund
6. Chuech bulletins
7. Resource for child care, e.g., Ramsey and Hennepin

What individuals can help

1. Celebs, e.g., Vikings, Wolves, Lynx; donate tickets;PSA's; create awareness and support
2. Apply for census jobs - diversity - inclusiveness for all
3. Musicals, educators, August Wilson

Who will participate

(No entry)

I. Fight hate crime in our neighborhoods

What can be done

1. Sponsor/organize neighborhood events - preventative
2. Engage in discussions wherever opportunities exist
3. Get to know neighbors, particularly children
4. Form neighborhood response teams
5. Insure media gets correct information
6. Address crimes immediately
7. Develop curriculum in the schools
8. TAKE A STAND

What organizational resources

1. League of MN Human Rights Commission
2. Hamline Midway Alliance for a Prejudice Free Community
3. St. Paul Human Rights Dept.

What individuals can help

(No entry)

Who will Participate

(No entry)

J. Link and coordinate community efforts on undoing racism; racial reconciliation

What can be done

1. Link organizations that are undoing racism with a central Website/newsletter that announces opportunities
2. Link the research that is being done locally to the practioners in the community - research on what works, what is needed
3. Link the work done locally be agencies and community groups to elected officials and heads of institutions such as schools and colleges, universities; examine the language of the charters and constitutions of the major institutions
4. Have a central registry of the agencies that are active as opportunities for involvement
5. Get information from agencies
6. Volunteer or get internships in active groups
7. Participate in events that promote diversity
8. Link efforts of different neighborhoods that develop leadership
9. Look where there are successes
10. Do "walk through histories" as Hope in the Cities, done in Richmond, VA. Having a storyteller, a ceremony of healing
11. Look at what has been done, what failed and why
12. Go after the trainers of the teachers
13. Find the common language and analysis of racism

What organizational resources

1. Wilder - Website; research
2. Harmony Works - newsletter
3. MRA/Hope in the Cities

What individuals can help

1. Macalester and other students for internships

Who will participate

1. Lawrencina Mason-Oramaly Roy Wilkins Center for Human Relations & Social Justice
612-626-7164
2. Lou Schoen MCARI

SCHOOLS, EDUCATION AND YOUTH

K. Insure equitable education opportunities and resources

What can be done

1. Merge metro and suburban school districts with metro wide funding to ensure equitable quality of education; divide it into pie-shaped pieces
2. All-school district -wide communities must represent district demographics; all site councils must represent school demographics
3. Involve businesses in the funding of schools
4. Create an urban teacher ed program on post secondary level to get people of color
5. Neighborhood based schools containing all elements of individual magnet schools

6. Take school funding off property tax and fund schools through statewide income tax
7. Teachers paid highest salary in the state
8. Attract the best and the brightest
9. Additional adults to work with youth
10. Evaluation of the education programs
11. Implementation of service learning opportunities
12. Evaluate socio-cultural equity of standardized tests
13. Ensure all first graders can read by the end of first grade
14. School stability for youth who move often
15. Continue compensatory education funding

What organizational resources

1. Metro Council
2. Legislators from metro area
3. All school districts and school boards
4. Metropolitan City Councils
5. NAACP
6. Urban Coalition
7. Department of Children, Families and Learning
8. Governor
9. Institute on Race and Poverty
10. EHEP

What individuals can help

John Powell, Myron Orfield, Ted Mondale, Yusef Mgeni, Patricia Harvey, Carol Johnson, Mae Schunk, Carlos Mariana, Sandy Papas, Matt Entenza, Larry Pogemiller, EHEP people

Who will participate

1. Gary Kwong
2. Judy Brown
3. Pamela Taylor
4. Barbara Bearman

I. Link youth with adults to take leadership in further understanding and combating racism

What can be done

1. Role play/skit for others to observe
2. Adult/youth conversation about racism
3. Adults in school as a microcosm of community talk with kids about racism
4. Dialogue to action - assign action project
5. Adults of color talk to kids of color
6. Structured pairing of kids to discuss
7. Youth-friendly environment i.e., rules/procedures mtg structures
8. Create opportunities to get engaged in topic
9. Engage youth in planning process

What organizational resources

1. Armstrong High School - Youth Dialogues
2. National Youth Leadership Conference
3. NAMES CAN HURT - NYC School district
4. Youth organizations - SAACP Southside Family School; Minneapolis A. H. School
5. SEED

What individuals can help

1. Teachers

Who will participate

(No entry)

M. Improve school, parent, and community relationships / Support Multicultural curriculum

What can be done

1. Hire more bilingual/bicultural staff in school and community organizations
2. Remove barriers between schools and communities
3. Develop more cohesive community vision about education
4. Students have meaningful ways to apply learning in the community
5. Inspire voluntarism

6. Outreach between parent and school
7. Parents teach children to respect those in authority
8. Develop partnerships between schools and community groups for mentoring and tutoring
9. Increase awareness of community about the schools and school children
10. Create less critical, more positive relationship between parents and schools
11. Support steps that get information to parents in their languages
12. Partner schools to foster learning about people from other communities
13. Stop encroachments of work demands on adults
14. Need respect from people in institutions, including "diversity training"
15. School into the community to be "guests" of parents to listen to and learn from them
16. Cross mentoring/shadowing
17. Find out who is doing what

What organizational resources

(No entry)

What individuals

(No entry)

Who will participate

(No entry)

N. Support and implement a multicultural curriculum in our public schools

What can be done

1. Define multicultural curriculum: what is it ; what does it look like? How will we know it is there? What is currently missing, e.g., textbooks, teachers, tests
2. Teach in school the history of institutional racism
3. Build incentives to hold onto teachers to stay in communities
4. Invite parents, others to teach culture
5. Identify student cultures so they know their own cultures
6. Celebrate multicultural gifts of students
7. Support parent involvement
8. Look at language use - "top-down" - "power bias" - "gender/racial bias"

What organizational resources

1. Curriculum Coordinators
2. COMPAS; arts organizations
3. BOE
4. MN CFL
5. Mutual Assistance Association
6. Office of Civil Rights
7. Non-profit organizations, e.g. Wilder

What individuals can help

1. Parents
2. Leaders in cultural groups and organizations - liaisons

Who will participate

Dan , Ann B, Leah, Tim, May, Celine, Kim, John,

Chart with no heading

1. Adults to own issue
2. Look at institutions - state, district - to plan curriculum approach - grad standard, human rights racism
3. Design dialogues for youth - integrate all races, cultures
4. DEU video material
5. Youth need to be supported in action = site funding, environment, safety
6. Staff/organization representative of various races/cultures
7. Bring youth together who are already working on issue to help strengthen, lobby policy - mobilize for action

MEDIA AND COMMUNICATIONS

O. Intensify positive media attention on race relations and racism

What can be done

1. Creating alternative means of informing public of community circles

2. Internet forum for community dialogues
3. Create dialogue event for access cable
4. Group Web page
5. Utilize community newspapers
6. Public access

What organizational resources

1. CAAR 603-8319

What individuals

1. Star Macro

Who will participate

1. West Side Family Center

P. Develop new information resources (websites, newsletters, etc.) for the public dialogue on race and racism

What can be done

1. Make information accessible to everyone in any technology level, whether it be a computer or on paper
2. Everyone had their own talents and as a team or a group we can put all those talents to form a large project; with that project we can touch back into our own issues and challenges
3. Share whatever information regardless of how small or large the information may be