



Education and Housing Equity Project Records.

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AMHERST H.
WILDER
FOUNDATION

SERVICES TO
ORGANIZATIONS

919 Lafond Avenue

Saint Paul, MN 55104

651-659-6031 FAX 651-642-2088

bar@wilder.org

BARB ROSE

Consultant

SIGN-IN SHEET
SPONSOR INFORMATION MEETING
ST. PAUL CITY HALL
JUNE 18, 1999

Name Carl Brown Phone/Fax 266-8966
Organization (if any) St. Paul Human Rights Dept
Address _____
City _____ State _____ Zip _____

Name Cathy Lue Phone/Fax 646-1986
Organization (if any) District 11: Hamline Midway
Address 1564 Lafond Ave.
City St Paul State MN Zip 55104

Name Julie Allen Phone/Fax 612-238-0770
Organization (if any) Catalyst for Sustainable Change FAX 612-988-9332
Address 4749 Coventry Rd East
City Minnetonka State MN Zip 55345

Name Tamsyn Alvarado Phone/Fax 651-488-7183
Organization (if any) St. Paul Public Schools - Shared Decisions FAX 651-488-3901
Address 1133 Chatsworth St. N.
City St Paul State MN Zip 55103-1005

Name Karen Swenson Phone/Fax 771-6955
Organization (if any) NENDC FAX 774-1768 fax
Address 1212 Prosperity
City Saint Paul State MN Zip 55106

SIGN-IN SHEET

Name Marci Fink Phone/Fax 265-2768

Organization (if any) St Paul Area Chamber of Commerce

Address 332 Minnesota St Suite N-205

City St Paul State MN Zip 55101

Name _____ Phone/Fax _____

Organization (if any) _____

Address _____

City _____ State _____ Zip _____

Name _____ Phone/Fax _____

Organization (if any) _____

Address _____

City _____ State _____ Zip _____

Name _____ Phone/Fax _____

Organization (if any) _____

Address _____

City _____ State _____ Zip _____

Name _____ Phone/Fax _____

Organization (if any) _____

Address _____

City _____ State _____ Zip _____

SIGN-IN SHEET

Racism +
Diversity Task Forces
Attr:

Name Lee D. Harmon Phone/Fax 612 929 0819
Organization (if any) Westminster Presbyterian Church
Address 12th & Marshall Mall
City mp State mn Zip 55403

Name Marty Gates Phone/Fax 612/533-8917
Organization (if any) Sacred Heart
Address 5108-48th Ave N.
City Crystal State MN Zip 55429

Name Sulie Wilson-Herskovitz Phone/Fax 651/645/3207
Organization (if any) Lex-Ham Community Council
Address 1160 Selby Ave.
City ST PAUL State MN Zip 55104

Name _____ Phone/Fax _____
Organization (if any) _____
Address _____
City _____ State _____ Zip _____

Name _____ Phone/Fax _____
Organization (if any) _____
Address _____
City _____ State _____ Zip _____

SIGN-IN SHEET

Name JASMINE DINH Phone/Fax 312 3915

Organization (if any) MPAAT

Address 590 PARK ST

City ST. PAUL State MN Zip 55103

Name HECTOR GARCIA Phone/Fax 651-659-0401

Organization (if any) NCCJ

Address 1885 UNIVERSITY AV W. STE 55

City ST PAUL State MN Zip 55104

Name _____ Phone/Fax _____

Organization (if any) _____

Address _____

City _____ State _____ Zip _____

Name _____ Phone/Fax _____

Organization (if any) _____

Address _____

City _____ State _____ Zip _____

Name _____ Phone/Fax _____

Organization (if any) _____

Address _____

City _____ State _____ Zip _____

3) Discussion Guides -
2) Brochures -

SIGN-IN SHEET

Name Van Shan Phone/Fax 432-3338 (612)

Organization (if any) Prince of Peace

Address 14904 Summit Oaks Dr.

City Burnsville State MN Zip 55337

Name Steven Washington Phone/Fax 821-4568

Organization (if any) Hennepin County CFS Outreach Services

Address 310 E. 38th

City Mpls State MN Zip 55409

Name Patricia James Phone/Fax _____

Organization (if any) _____

Address _____

City _____ State _____ Zip _____

Name Bill Dressler Phone/Fax 612/4627-4035

Organization (if any) MPIRG

Address 2414 University Ave SE

City Mpls State MN Zip 55444

Name Clarence White Phone/Fax 651 659 0564

Organization (if any) DFL Education Org.

Address 1668 Dayton Av

City St. Paul State MN Zip 55109

Stamout
Job
descrip

Clarence White
y 6/22

SIGN-IN SHEET

send
franchise list

Name To Anne Stahly Phone/Fax _____

Organization (if any) The Saint Paul Foundation

Address 600 Northwest Center

City St Paul State MN Zip 55101

Name Rose Herrera Hamerlinck Phone/Fax 651-698-2626
651-698-2617

Organization (if any) -

Address 1981 Princeton Ave

City St Paul State MN Zip 55105

Name Dan Klive (HUMAN RIGHTS COMM) Phone/Fax 266-8975

Organization (if any) City of St. Paul 266-8962 (fax)

Address 15 W. Kellogg Blvd, Suite 900

City St. Paul State ~~ST~~ MN Zip 55102

Name Kristi Birch Phone/Fax (612) 330-1712

Organization (if any) Richard R. Green Institute / St. Paul Public Schls

Address 2211 Riverside Ave. Box 135

City Mpls State MN Zip 55454

Name Anty Dorman Phone/Fax (650) 293-5107

Organization (if any) St. Paul Public Schls Fax 290-8381

Address 360 Colborne St

City St. Paul State MN Zip 55102

SIGN-IN SHEET

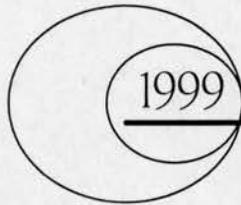
Name ROBERT BARKS Phone/Fax 651-917-4895 ^{4891 (P)} _(F)
Organization (if any) CHILDREN'S INITIATIVE
Address _____
City _____ State _____ Zip _____

Name Janet Gendler Phone/Fax 651/224-5445
Organization (if any) League of Women Voters ⁶¹² 620-3567
of MINNESOTA
Address _____
City _____ State _____ Zip _____

Name _____ Phone/Fax _____
Organization (if any) _____
Address _____
City _____ State _____ Zip _____

Name _____ Phone/Fax _____
Organization (if any) _____
Address _____
City _____ State _____ Zip _____

Name _____ Phone/Fax _____
Organization (if any) _____
Address _____
City _____ State _____ Zip _____



1999 CITIES AT WORK COMMUNITY CIRCLE DIALOGUES

EDUCATION AND HOUSING EQUITY PROJECT

Sponsor Information Meeting

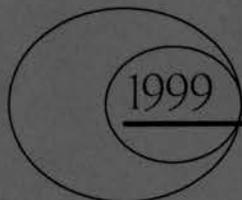
St. Paul City Hall

June 18, 1999

9:30-11:00 a.m.

AGENDA

- I. Welcome
Tyrone Terrill, St. Paul Dept. of Human Rights
- II. Video from Lima, Ohio
What Does a Community Circle Dialogue Look Like?
- III. The Cities at Work Community Circle Dialogue Project
Carol Lukas, Wilder Foundation
- IV. Education, Housing and Equity Project Community Conversations
Dick Little, EHEP
- V. Sponsor Roles and Expectations:
What does it mean to be a community circle dialogue sponsor?
Barb Rose, Wilder Foundation
- VI. Role of the Facilitators
- VII. Questions and Concerns



1999 CITIES AT WORK COMMUNITY CIRCLE DIALOGUES

EDUCATION AND HOUSING EQUITY PROJECT

What are the Cities at Work Community Circle Dialogues?

- A diverse group of 8-15 people who:
 - ...come together to talk to each other about critical public policy issues and to identify some possible ideas for community action.
 - ...participate in a small, democratic discussion and share common concerns, thoughts, and perspectives.
 - ...can agree that it is not necessary to agree with each other, but that it is important to listen and respect all viewpoints in order to learn from each other.
- The groups meet for five sessions over a period of two months followed by a call-to-action forum.
- The discussions are facilitated by a person who is not there to act as an expert on the issues, but to keep the discussion focused and to ensure that all voices are heard.
- The facilitator and participants use a framework provided in a discussion guide that includes differing points of view about critical issues, questions for discussion, and reference material that can be used to inform the circle participants.

What is Required of You as a Sponsor?

Fundamentals:

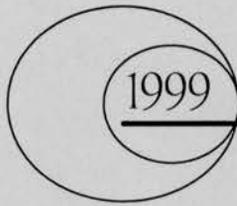
- 1) Recruit a diverse group of between 8 and 15 people for your community circle.
- 2) Arrange a meeting space and time for your community circle.
- 3) Distribute discussion materials to each participant.
- 4) Designate a scribe to capture a written record of the highlights of each circle conversation.
- 5) Participate in an evaluation process.

Other key roles of a sponsor:

- Provide light snacks and beverages, a writing board and name tags at each meeting.
- Recruit a co-facilitator for your circle (may also serve as scribe).
- Keep records of participation for your circle (including address and phone listings).
- Provide child care, transportation and interpretive services as needed by participants.

What Cities at Work will provide for your community circle:

- Discussion guide (plus additional background materials)
- Trained facilitator
- Assistance in linking with other sponsor organizations to ensure group diversity
- Opportunity to share ideas for community action at the *Cities at Work* Call-to-Action forum



CITIES AT WORK COMMUNITY CIRCLE DIALOGUES

EDUCATION AND HOUSING EQUITY PROJECT

Timeline

June 1999

Sponsor Information Meeting

June-August 1999

Sponsor Planning

- Identify sponsor contact
- Participant Recruitment
- Set dialogue time, date, and place
- Publicity

August-September 1999

- Facilitator Refresher /Training (TBD)
- Facilitator Assignments
- Dialogue Groups paired if needed

September-November 1999

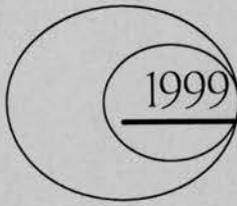
- Community circle dialogues meet 5x
- Facilitator check-in meeting

October 1999

- Cities at Work 1999 fall forum
Changing the Way We Do Business

November-December 1999

- Cities at Work 1999 late fall forum
Beyond Tolerance: A Call to Action
- Citizens Summit



1999 CITIES AT WORK COMMUNITY CIRCLE DIALOGUES

EDUCATION AND HOUSING EQUITY PROJECT

Sponsorship Commitment

Sponsoring Organization: _____

Contact: _____
Name Phone E-mail FAX

Mailing Address: _____

We will provide space for a *Cities at Work* Community Circle Dialogue as follows:

Location

Dates and Times

Name of location: _____

Day of Week: _____ Time: _____

Address: _____

City: _____

Dates: _____

On Site Contact: _____

Scribe (if available): _____

Co-facilitator (if available): _____

_____	We will be able to provide a diverse group of 8 - 15 participants per Circle (not more than half of the group from any one racial/ethnic background).
	-or-
_____	We will need assistance to insure the diversity of our group.

Please fax or mail to:

Barb Rose

Fax: (651) 642-2088

Wilder Foundation, 919 Lafond Ave.

St. Paul, MN 55104

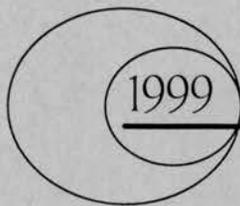
or

Dick Little

Fax: (612) 330-1507

EHEP, 2211 Riverside Ave., CB 185

Minneapolis, MN 55454



1999 CITIES AT WORK COMMUNITY CIRCLE DIALOGUES

EDUCATION AND HOUSING EQUITY PROJECT

CIRCLE DIALOGUE SPONSORS
1998-1999

Bloomington Human Rights Commission
Crystal Human Rights Commission
District Five Teen Council
Frogtown Family Center
Hamline/Midway Coalition Alliance for a Prejudice Free Community
HECUA (Metro Urban Studies Term)
Hiawatha YMCA and Longfellow-Nokomis Family & Community Resource Center
J.J. Hill Montessori Magnet School
League of Women Voters of Minneapolis
Lexington/Hamline Community Council and the Merriam Park Community Council
Mayflower Community Congregational Church
Merriam Park Community Council & Goodwill/Easter Seals
Minneapolis School District
Southwest Area (Barton Open School)
South Area (Bryant Square Park)
East Area (East Lake Library)
North Area (Northstar Elementary School)
Partnerships for Tomorrow
Project for Pride in Living
Ramsey Action Program
Ramsey International Fine Arts School
Richfield Human Rights Commission
St. Mark's Episcopal Church
St. Paul Area Council of Churches
St. Paul Neighborhood Network
The St. Paul Companies
University of St. Thomas
Wooddale Lutheran Church
Young Leaders Caucus

A COMPARISON OF DIALOGUE AND DEBATE

Dialogue is collaborative: two or more sides work together toward common understanding.

Debate is oppositional: two sides oppose each other and attempt to prove each other wrong.

In dialogue, finding common ground is the goal.

In debate, winning is the goal.

In dialogue, one listens to the other side(s) in order to understand, find meaning, and find agreement.

In debate, one listens to the other side in order to find flaws and to counter its arguments.

Dialogue enlarges and possibly changes a participant's point of view.

Debate affirms a participant's own point of view.

Dialogue reveals assumptions for reevaluation.

Debate defends assumptions as truth.

Dialogue causes introspection on one's own position.

Debate causes critique of the other position.

Dialogue opens the possibility of reaching a better solution than any of the original solutions.

Debate defends one's own positions as the best solution and excludes other solutions.

Dialogue creates an open-minded attitude: an openness to being wrong and an openness to change.

Debate creates a closed-minded attitude, a determination to be right.

In dialogue, one submits one's best thinking, knowing that other peoples' reflections will help improve it rather than destroy it.

In debate, one's submits one's best thinking and defends it against challenge to show that it is right.

Dialogue calls for temporarily suspending one's beliefs.

Debate calls for investing wholeheartedly in one's beliefs.

In dialogue, one searches for basic agreements.

In debate, one searches for glaring differences.

In dialogue, one searches for strengths in the other positions.

In debate, one searches for flaws and weaknesses in the other position.

Dialogue involves a real concern for the other person and seeks to not alienate or offend.

Debate involves a countering of the other position without focusing on feelings or relationship and often belittles or deprecates the other person.

Dialogue assumes that many people have pieces of the answer and that together they can put them into a workable solution.

Debate assumes that there is a right answer and that someone has it.

Dialogue remains open-ended.

Debate implies a conclusion.

Adapted from a paper prepared by Shelley Berman, which was based on discussions of the Dialogue Group of the Boston Chapter of Educators for Social Responsibility (ESR). Other members included Lucile Burt, Dick Mayo-Smith, Lally Stowell, and Gene Thompson. For more information on ESR's programs and resources using dialogue as a tool for dealing with controversial issues, call the national ESR office at (617) 492-1764

COMMUNITY CIRCLES - 1999

AREA	SPONSOR	CONTACTS	MEETING PLACE	DATES/TIMES	FACILITATOR	SCRIBE
St. Paul						
#1	Ramsey Action Programs Bigelow Bldg. 2 nd Fl. 450 Syndicate Street St. Paul, MN 55105	Kirk Hayes 651-603-5874		Tuesdays 2/23, 3/2,3/9,3/16,3/23 9:30 - 11:30 a.m. can create 2 nd circle	Kathy McGrane 1675 Valerie Lane New Brighton, MN 55112 651-636-1650 (W) Fax: 651-636-0139 Email: fmcgrane@fishnet.com	
#2	St. Paul Area of Churches 1671 Summit Avenue St. Paul, MN 55105	Bob Walz 651-646-8805 x19	Same as sponsor	Mondays 3/1,3/15,3/29,4/12,4/26 every 2 weeks	Sarah Lagos 1889 Lincoln Avenue St. Paul, MN 55105 651-698-5130 (H) Fax: 651-690-3799 Email: lagos@msn.com	
#3	J.J. Hill Montessori Magnet School 998 Selby Avenue St. Paul, MN 55104	Steve Sonnabend 651-266-6499	Same as sponsor	Tuesdays 3/16,3/23,4/6,4/13,4/20 7:00 - 9:00 p.m.	Lee Woolery 885 West Hiwy 36 #305 Roseville, MN 55113 651-484-9614 (H) Fax: same	
#4	J.J. Hill Montessori Magnet School 998 Selby Avenue St. Paul, MN 55104	Steve Sonnabend 651-266-6499	Same as sponsor	Thursdays 3/18,3/25,4/8,4/15,4/22 7:00 - 9:00 p.m.	Cathy Peterson 4400 E. 44 th Street Minneapolis, MN 55406 651-215-1939 (W) Fax: 651-282-6396	
#5	University of St. Thomas 2115 Summit Avenue O'Shaughnessy Educ. Ctr. St. Paul, MN 55105	Cris Toffolo 651-962-5724 or 651-641-1237	Same as sponsor	Tuesdays 2/23,3/2,3/9,3/16,3/23 1:30 - 3:30 p.m.	Darcy Miner 444 Lafayette Road St. Paul, MN 55155-3815 651-282-6489 (W) 651-770-7890 (H) Fax: 651;297-4040 Email: darcy.miner@state.mn.us	
#23	University of St. Thomas 2115 Summit Avenue O'Shaughnessy Educ. Ctr. St. Paul, MN 55105	Cris Toffolo 651-962-5724 or 651-641-1237	Same as sponsor	Thursdays TBA 3:25 - 5:00 p.m.	Katharine Krueger 5701 Garfield Avenue South Minneapolis, MN 55419 612-798-4777 (H & W) Fax: 612-798-0239 Email: KruegerKat@aol.com	

#7	University of St. Thomas 2115 Summit Avenue O'Shaughnessy Educ. Ctr. St. Paul, MN 55105	Cris Toffolo 651-962-5724 or 651-641-1237	Same as sponsor	Thursdays TBA 3:25 - 5:00 p.m.	Mitchell Davis, Jr. NMHC Medical Center 3300 Oakdale Avenue No. 612-520-1564 (W) Fax: 612-520-1564 Email: mitchell.davis@northmemorial.com	
#24	The St. Paul Companies	Barb Rose 651-659-6031 Monica Bryand 651-310-7385	Black Bear Crossings Coffee House 831 Como Avenue St. Paul, MN 5510	Mondays 3/22,4/5,4/26,5/3,5/10 5:30 - 7:30 p.m.	Julius Erolin 530 S.E. 5 th Street #1 Minneapolis, MN 55414 612-624-2317 (W) 612-623-4306 (H) Fax: 612-625-0821 Email: eroli001@tc.umn.edu	
#34	Cherokee United Methodist Church & Grace Community UCC 873 Portland Avenue St. Paul, MN 55104	Rev. Tim Johnson 651-227-4275 or Rev. Oliver White 651-225-8292	TBA	TBA	Rev. Tim Johnson Co-facilitator Cherokee Park United Church 371 West Baker Street St. Paul, MN 55107 651-227-4275 Fax: 651-227-4275	
#35	District 5/Payne & Phalen Community Council	Chris Vendel 651-774-5234	TBA	TBA		
#36	District Five Teen Council	Chris Verdel 651-774-5234 or 651-774-9745	District Five Teen Council 1014 Payne Avenue St. Paul, MN 55101	TBA		
#37	Frogtown Pluralism Circle	Kristen Kidder 651-205-4260	Frogtown Family Center 839 University Avenue St. Paul, MN 55104	Mondays 3/29,4/12,4/26,5/10,5/24 6:00 - 8:00 p.m.	Chente Vue Frogtown Family Center 839 University Avenue St. Paul, MN 55104 651-205-4262 (W) Fax: 651-205-4263 Email: ffc@cwixmail.com	
#38	Hamline/Midway Coalition Alliance for a Prejudice Free Community	Kathy Lue 651-646-1986	TBA	TBA		
#39	Lexington/Hamline Community Center &	Sherilyn Young 651-224-7308	Lexington/Hamline Community Center 1160 Selby Avenue St. Paul, MN 55104	Tuesdays 3/23,3/30,4/13,4/20,4/27 6:30 - 8:30 p.m.	Dr. Mary Winnett 2053 Dayton Avenue St. Paul, MN 55104 612-332-4973 (W) 651-647-5069 (H) email: mwinnett@juno.com	
#	Merriam Park Community Center	Sherilyn Young 651-224-7308	Merriam Park Library 1831 Marshall Avenue St. Paul, MN 55104			

#40	St.Paul Public Schools	Teri Turner 651-293-5211	Ronald A. Hub Center 1031 West University Avenue St. Paul, MN	Tuesdays 4/6,4/13,4/20,4/27,5/4 5:30 - 7:30 p.m.	Chia Youyee Vang 2610 University Ave., Suite #201 Minneapolis, MN 612-348-8550 x221 (W) Fax: 612-348-2533 Email: urbanco@mtn.org	
#41	West Side Family Center 548 Ohio Street St. Paul, MN 55107	Maria Mcnamara 651-205-4264	TBA	TBA		
#	American Indian Family Center 579 Wells Street St. Paul, MN 55101	Lavonne Lee 651-793-3803	TBA	TBA		
#	Association for Advancement of Hmong Women/Minnesota	Kathryn McMonigal St. Paul, MN 55	TBA	TBA		
#	East Side Neighborhood Development Corporation 900 Payne Avenue St. Paul, MN 55101	Petey Mitchell 651-771-1152 Fax: 651-771-7739	TBA	TBA		
#	St. Paul United Council of Churches 900 Summit Avenue St. Paul, MN 55105	Wade Schemmel 651-224-5809 Fax:651-224-3244 Email: wade580@aol.com	TBA	TBA		
#	MacGroveland Family Center 2390 West 7 th Street Suite # 3 St. Paul, MN 55116	Vicki Katz 651-690-1645 Fax:651-690-0874	TBA	TBA		
East Metro						
#8	Project Respect + 6 groups	Cory Vadnais 651-439-2609 or Trish Cummins Kaufman 651-773-8401 x11	White Bear Lake City Hall 4701 Highway 61 White Bear Lake, MN 55110	Mondays 3/1,3/8,3/15,3/29,4/5 7:00 - 9:00 p.m.		
#9	Ascension Episcopal Church & Stillwater Public Schools	Margie Matlin M-W:651-439-2609 x13 or Th-F:651-429-6335	Stillwater Public Library 223 N. 4 th Street Stillwater, MN	Mondays 3/22,4/5,4/26,5/3,5/10 7:00 - 8:45 p.m.	Bill Funari 937 4 th Avenue South Stillwater, MN 55082-5878 651-430-6361 (W) Fax: 651-430-6228 Email: funari@co.washington.mn.us	
#25	Goodwill/Easter Seals & Merriam Park Community Council	Diana Huseth 651-646-2591 x178	Goodwill Center 2543 Como Avenue (at HWY 280) St. Paul, MN 55108	Mondays 3/22,3/29,4/12,4/19,4/26 5:15 - 7:15 p.m.		

Minneapolis						
#	Lowry Hill East Neighborhood Association 2123 Aldrich Avenue South Minneapolis, MN 55405	Terri Burks 612-871-7708	TBA	TBA		
#	Northside Residents Redevelopment Council	Nicole Harris 612-335-5924	TBA	TBA		
#15	Hiawatha YMCA and Longfellow-Nokomis Family & Community Resource Center (Roosevelt High?)	Barbara Jones or Greta Kivens 612-729-7397 or Martha Burton 612-729-9900	Hiawatha Branch YMCA 4100 28 th Avenue South Minneapolis, MN 55406 Fax: 612-729-1011	Tuesdays 3/16,3/23,4/6,4/13,4/20	Sheryl L. Erickson 1530 St. Croix Circle Golden Valley, MN 55422 612-522-3598 Fax: 612302-8718 Email: sherly@isd.net	
#30	Mayflower Community Congregational Church 106 E. Diamond Lake Road Minneapolis, MN 55419-1988	Charlotte Franz - Minister 612-824-0761 Fax: 612824-2867 e-mail: cfrantz@mr.net	Same as sponsor	Mondays 4/5,4/12,4/19,4/26,5/3 7:00 - 9:00 p.m.	Martha Sanbower 3253 Dupont Avenue South Minneapolis, MN 55408 612-824-4569 (H) email: marthasan@igc.apc.org Cecily Sommers 212 3 rd Avenue North #425 Minneapolis, MN 55120 651-454-4310 email: dennie.dems@wavetech.net	
#31	Mayflower Community Congregational Church 106 E. Diamond Lake Road Minneapolis, MN 55419-1988	Charlotte Franz - Minister 612-824-0761 Fax: 612824-2867 e-mail: cfrantz@mr.net	Same as sponsor	Mondays 4/5,4/12,4/19,4/26,5/3 7:00 - 9:00 p.m.	Lou Schoen 4661 Cedar Lake Road South St. Louis Park, MN 55416 612-374-9719 (H)	
#11	First Unitarian Society of Minneapolis 900 Mount Curve Minneapolis, MN 55	Wendy Yaeger 612-377-2151	Same as sponsor	Saturdays 2/27,3/6,3/13,3/20,3/27 10:00 - 12:00 noon	Dennie Scott	
#12	St. Mark's Episcopal Church 519 Oak Grove Street Minneapolis, MN 55	Jan Frankman 612-935-5158	Same as sponsor	Tuesdays 2/23,3/2,3/9,3/16,3/23 6:30 - 8:30 p.m.	Jan Frankman 300 Union Plaza 333 North Washington Avenue Minneapolis, MN 55401-1353 612-935-5158 Fax: 612-349-2760(costs \$1/pg) Email: frank040@tc.umn.edu	
#14	Ramsey International Fine Arts School One West 49 th Street Minneapolis, MN	Julianna James 612-627-2540 or 612-928-4967	Same as sponsor	Thursdays 2/25,3/4,3/11,3/18,3/25 6:30 - 8:30 p.m.	Bill Hannon 5200 Wilson Road., Suite # 107 Edina, MN 55424 612-929-4147 (W) Fax: 612-929-5794 Email: Billcompass@worldnet.att.net	

*West Metro						
#16	Golden Valley Human Rights Commission	Don Taylor 612-593-8012 or Hilmer Erickson 612-540-0279	Golden Valley City Hall 7800 Golden Valley Road Golden Valley, MN 55	Thursdays 3/4,3/18,3/25,4/15,4/22 7:00 - 9:00 p.m. every two weeks	Kim Greene 2324 Vernon Circle Minnetonka, MN 55305 612-331-0214 (W) 612-545-0531 (H) Fax: 612-331-1602 (W) 612-545-0804 (H) email: llaine@aol.com	
#17	Wooddale Lutheran Church 4003 Wooddale Avenue So St. Louis Park, MN 55416	Rosemary Zippoy 612-920-0529 or 612-332-1336	Same as sponsor	Thursdays 2/25,3/4,3/11,3/18,3/25 7:00 - 9:00 p.m.	Jeanne Eddy 4236 Basswood Road St. Louis Park, MN 55416 612-929-5598 Fax:612302-8718 Email:eddyrenz@aol.com	
#18	Eden Prairie Human Rights Commission Eden Prairie City Hall 8080 Mitchell Road Eden Prairie, MN 55346	Gloria Winans 612-948-3955	Same as sponsor	Wednesdays 3/3,3/10,3/17,3/24,3/31 6:30 - 8:30 p.m.	Marcy Harris	
South Metro						
#19	Bloomington Human Rights Commission	Ann Moening 612-948-3955	Creekside Community Center 9801 Penn Avenue South Bloomington, MN 55	Wednesdays 2/24,3/2,3/9,3/16,3/23 6:00 - 8:30 p.m.	Ellen Hufschmidt 3937 21 st Avenue South Minneapolis, MN 55407 612-729-6817 (H) email: ritualink@aol.com Elizabeth Campbell 810 Thornton Avenue S.E. #1404 Minneapolis, MN 55414 612-340-1450	
#20	Richfield Human Rights Commission	Connie McDonald 612-866-6168	Augsburg Library 7100 Nicollet Avenue South Richfield, MN 5423	Tuesdays 2/23,3/2,3/9,3/16,3/23	Susan Mainzer 3033 Humboldt Avenue South Minneapolis, MN 55408 Fax: 612-824-6583 Email: susmainzer@aol.com John Miller 4716 Clinton Avenue South Minneapolis, MN 55 612-825-8991 (H) email: john2195@aol.com	
#21	Partnerships for Tommorrow	Renita McBride 612-895-4473	Burnsville City Hall 100 Civic Center Parkway Burnsville, MN 55337	Will focus on land use and neighborhoods/not doing education, housing and race		
#26	City of Apple Valley	Mayor Mary Hamann-Roland 612-953-2501 or 612-891-4744				

North Metro						
#29	Crystal Human Rights Commission Laurie Ann Moore 612-971-0611 (H) 612-525-9523 (W)	Angela Nalezny 612-531-1188 or Tess Moleski 612-531-9267	Crystal Community Center 4800 Douglas Drive North Crystal, MN 612-531-0052	Thursdays 4/1,4/8,4/15,4/22,4/29 7:00 - 9:00 p.m.	Cheryl Kartes 2519 California Street N.E. Minneapolis, MN 55418 612-788-2107 (H) Fax: 612788-1201 Email: kartes@aol.com	
#28	Columbia Heights Public Schools & Chamber of Commerce	Dr. David Behlow - Supt. 612-586-4501 Kathy Bergstrom 612-586-4507 or Fax 612-586-4508	TBA			

2211 Riverside Avenue CB 185
Minneapolis, MN 55454
P: 612-330-1505 F: 612-330-1507
E: ehpe@augsbu.edu

Education and Housing Equity Project

Memo

To: Committed Sponsors/Community Circles on Education, Housing and Race
From: EHEP-Education and Housing Equity Project
Date: 03/15/99
Subject: Information and forms for Community Circle Sponsor :
Note this memo includes action items that require your immediate attention!

We would like to provide you with some additional information to help make your circle a successful one. Please find enclosed the following:

1. **"What the Research Shows"** - information to help inform the conversations
2. **Community Circle Report Forms** - for use by Scribes to summarize their Community Circle conversations (to be returned to EHEP)
3. **Participant Profile & Evaluation Forms** - to be filled out by each Circle participant, turned into their Scribes no later than at the fifth session returned to EHEP)
4. **Discussion Leaders Evaluation Form** - to be filled out by facilitators & returned to EHEP
5. **Attendance Information Sheet/Roster** - to be filled out by Scribe or Facilitator & returned to EHEP
6. **Directory of Community Circles Meetings 1999** - Check your section and return to us any additional pertinent information that would complete your section.
7. **"Now That We've Talked..."** (Ideas for Community Involvement, etc.)

Each Circle might think about the possibility of presenting their findings to an audience comprised of their sponsors or sponsor governing group. This presentation would help to bring closure to the Circle and provide a catalyst for further action. This may be done after the participants have read & reviewed the scribes summary & have had an opportunity to provide their individual reaction to the summary. Further information & a memo regarding this action step will be sent later.

These forms can be used as your masters to duplicate and distribute in your Circle.

If you have any questions or need further assistance, please feel free to contact either Dick Little or myself at Education and Housing Equity Project (EHEP) 330-1505.

Sincerely,


Pam Jewson
Administrative Assistant



Education & Housing Equity Project
(EHEP) - Augsburg College
2211 Riverside Avenue, CB 185
Minneapolis, MN 55454

Community Circle Participant Profile

1. Community Circle Location _____
2. Community where you live: City _____ Neighborhood? _____
School District _____
3. Community where you work: City _____ Downtown or Business District? _____
4. Ethnic/Racial background?
_____ African American _____ Hispanic/Latino/Chicano
_____ American Indian/Native American _____ White/European
_____ Asian American _____ Mixed Racial Background
_____ Arab/Middle Eastern _____ Other
5. Gender Male _____ Female _____
6. Age/Generation: Born in... _____ 1920's _____ 30's _____ 40's _____ 50's
_____ 60's _____ 70's _____ 80's
7. Household/Family: Married/Partnered no children _____ Married/Partnered with children _____
Single alone _____ Single with children _____ Minor living with family _____ Room Mate _____
Other family configuration (e.g., extended family) _____ Other _____ Number in your household _____
8. Income Level: Low _____ Moderate _____ Middle _____ High _____
9. Education (highest level attained): Grade or Middle School _____ High School _____
College studies _____ Community College/Vo-Tech _____ College Degree _____
Graduate studies _____ Graduate School Degree _____ Are you currently a student? _____
9. Political Affiliation: DFL _____ Republican _____ Reform _____ Other _____
Independent (no affiliation) _____
10. Political Perspective: Liberal _____ Conservative _____ Moderate _____
Libertarian _____ Other _____
11. Housing Situation: Home owner _____ Renter _____ Landlord _____
Single-Family _____ Multi-Family _____ Other _____
12. Religious Affiliation/Faith Group: Catholic _____ Protestant _____ Jewish _____
Muslim _____ Unitarian _____ Other _____ No affiliation _____
13. Employment/Occupation: Government _____ Education _____ Private Industry _____
Corporate _____ Small Business _____ Self Employed _____ Non-profit _____
Not Employed _____ Retired _____ Other _____
14. Do you have children attending K-12 Schools? _____ Public School _____ Private School _____ Other _____

PARTICIPANT'S EVALUATION FORM

This form asks for a considerable amount of demographic information. You should request this information only if you have the staff time available to collate and use the responses. This document is based on a form developed by Selena Singletary in Springfield, Ohio, which was later adapted for use in San Leandro, California. The study circles in those cities focused on race relations.

Please take a few moments to read and answer the following questions as honestly as possible. You do not need to sign your name to this form. Thank you for your time.

1. What effect, if any, has the study circle had upon the following?

	increased	no change	decreased
Your ability to discuss issues openly and frankly	3	2	1
Your understanding of your own attitudes and beliefs	3	2	1
Your understanding of others' attitudes and beliefs	3	2	1
Your ability to communicate more effectively with people who may have different beliefs	3	2	1
2. Which sessions were of most value to you? Why?
3. What one activity do you feel [city or sponsor] is doing to facilitate better race relations in our community?
4. If you could change one thing about race relations in [city or region of your program], what would it be?
5. What important issue would you like study circles to address in the future?
6. In your opinion, how should [city or sponsor] follow up these study circles?
7. Please list the three most serious problems facing our community which involve [topic of study circles].

Finally, we'd like to ask you a few additional questions that will help your community better understand the results of the evaluations.

8. Which age group are you in?
 under 18 18-29 30-44 45-64 65 & over
9. What is your sex?
 male female
10. What is your race or ethnicity?
11. What is your occupation?
12. What is your zip code?
13. In which of the following ranges does your family income fall?
 less than \$10,000 a year \$25,000 to 44,999
 \$10,000 to \$14,999 \$45,000 to \$64,999
 \$15,000 to \$24,999 \$65,000 and over
14. Additional comments:

If your study circle discussion leader does not collect this form, please mail it to:
[sponsor's address]

Thank you for your feedback!

"What the Research Shows"

Data research & analysis prepared for the
Community Circle Dialogues
on Education, Housing and Race in the Twin Cities
Metropolitan Area

Prepared by the Institute on Race & Poverty
University of Minnesota
March 1999

“What the Research Shows”

The Twin Cities are severely segregated by race and income:

- The Twin Cities metropolitan area is one of the 10 most racially segregated metropolitan areas in the United States. (Harrison, Roderick J., and Daniel Weinberg, "Racial and Ethnic Segregation in 1990," Washington D.C.: U.S. Bureau of the Census, 1992).
- 65% of people of color living in the seven county metro area live in the central cities; and they are even more narrowly concentrated within specific neighborhoods of Minneapolis and St. Paul. (1990 U.S. Census).
- Although only 28% of the metropolitan population reside in the central cities, 60% of those in poverty in the metro area live within the central cities. (1990 U.S. Census).

Concentrated poverty is a growing concern for the Twin Cities.

- Areas of concentrated poverty are neighborhoods or census tracts in which 40% or more of the population is at or below the poverty level.
- Areas of concentrated poverty in the Twin Cities increased from 7 census tracts in 1970 to 33 in 1990. The number of people living in the Twin Cities living in concentrated poverty increased from 11,438 individuals in 1970 to 79,048 in 1990. (Paul Jargowsky, POVERTY AND PLACE: GHETTOS, BARRIOS, AND THE AMERICAN CITY (1997).
- Communities of concentrated poverty are disproportionately communities of color. Nationwide, 52% of people living in concentrated poverty are African Americans while only 23% are white. In the Twin Cities, approximately 3 out of 4 poor Blacks lives in concentrated poverty as opposed to 1 out of 4 poor Whites. (Id.)
- Although Blacks constitute only 3.6% of the total metropolitan population, they represent 24.3% of the region's concentrated poverty population. (Id.)

THE CAUSES OF RACIAL SEGREGATION AND CONCENTRATED POVERTY IN THE TWIN CITIES

Concentrated poverty and racial segregation are not solely the product of “natural” settlement patterns or market forces. Urban sprawl and white/middle class flight, subsidized by government policies on highway and infrastructure expansion and development, contribute to concentrated poverty and racial segregation in Minnesota.

- A recent Sierra Club study, “The Dark Side of the American Dream” ranks the Twin Cities

metropolitan area in the top 10 metropolitan areas threatened by sprawl. This same study found that between 1970 and 1990 162 "physically adequate" schools were closed in Minneapolis, St. Paul and the inner-ring suburbs, while 78 new schools were built further out. The study stated that if development in the Twin Cities was directed inward we could save \$600 million in infrastructure costs over the next twenty years.

Political fragmentation, contributing to and combined with poor regional planning, increases the racial and economic segregation of the Twin Cities metropolitan area.

- The Twin Cities are one of the most fragmented areas in the country in terms of the number of political subdivisions and school districts by area. (David Rusk, *CITIES WITHOUT SUBURBS* (1993); Myron Orfield, *METROPOLITICS: A REGIONAL AGENDA FOR COMMUNITY STABILITY* (1997)).
- This fragmentation, combined with the lack of assertive regional planning on the part of the legislature and the Met Council, has allowed segregative practices such as exclusionary zoning to proliferate. (Barbara Lukerman and Michael Kane, *Land Use Practices: Exclusionary Zoning, de Facto or de Jure*, Center for Urban and Regional Affairs, University of Minnesota (1994); The Livable Communities Housing Task Force, *Promises Deferred: An Analysis of the Affordable Housing Provisions of the Livable Communities Act* (1998)).

THE EFFECTS OF RACIAL AND ECONOMIC SEGREGATION IN THE SCHOOLS

The racial and economic segregation in Twin Cities schools are rapidly increasing.

- The percentage of students of color in Minneapolis' and Saint Paul's public schools has increased every year since 1968.
- Minneapolis projects a minority enrollment of 78.5% in grades K-6 for the 2000-01 school year. By comparison suburban school districts enrolled no more than 28% minority students in 1994-95, and outer ring suburbs enrolled no more than 10% minority students. (Gary Orfield, et. al., *Deepening Segregation in American Schools*, (1997).
- In the 1996-97 school year, ten of Minneapolis' public schools enrolled at least 90% students of color. (Id).
- Only 4% of Minnesota students are black but more than 53% of them attend majority non-white schools. (Id.).
- The percentage of Minneapolis Public School students eligible for subsidized lunches has grown from less than 30% in 1972-73 to nearly 70% in 1996. (Data from Minneapolis School District). In St. Paul, almost 2/3 of elementary students are eligible for subsidized lunches;

up from less than half only four years ago. (Data from Saint Paul School District).

- By contrast, less than 28% of students in all but two Twin Cities suburban school districts are eligible for subsidized school lunches. Several suburban districts have less than 8% of their students eligible for subsidized student lunches. (Metropolitan Council, *Trouble at the Core* (1992)).
- The ten poorest elementary schools in Minneapolis are 90% minority. (Minneapolis Public Schools, *Report of the Annual Racial/Ethnic Count of Students*, (1996)).

Segregation and concentrated poverty compromise student achievement.

- The Federal Government's 1966 Coleman Report concluded that the socioeconomic level of students' schoolmates was the only factor with a significant effect on a student's academic achievement. (Coleman, James, et. al., *Equality of Educational Opportunity*, 1966).
- Subsequent studies have found that racial composition of schools is also a factor in academic achievement:
- higher percentages of minority students have a negative effect on student achievement (Bankston, Carl, and Stephen Caldas, "The Effect of School Population Socioeconomic Status on Individual Student Academic Achievement," *Journal of Educational Research*, (1997));
- higher levels of segregation coincide with educational disadvantages as well as concentrated poverty (Massey, Douglas S., and Nancy A. Denton, *AMERICAN APARTHEID: SEGREGATION AND THE MAKING OF THE UNDERCLASS*, (1993));
- the racial composition of schools directly impacts educational achievement. (Jencks, Christopher, *Inequality: A Reassessment of the Effect of Family and Schooling in America*, (1972)).

Twin Cities schools with high concentrations of minority and low-income students are failing:

- Results from the 1998 Basic Standards Test:
 - There was an overall pass rate of 71% on the math portion of the test. Pass rates varied significantly, however, by racial and ethnic group and by location: 76% for Whites, 26% for Blacks, 38% for Hispanics, 39% for American Indians, and 53% for Asians. In the Twin Cities suburbs, 77% of students passed as compared to 72% of students outstate and 41% of students in the Minneapolis and St. Paul school districts. (Office of Educational Accountability, University of Minnesota, *The 1998 Minnesota Education Yearbook* (1998)).

- There was an overall pass rate of 68% on the reading portion of the test. Pass rates varied significantly, however, by racial and ethnic group and by location: 73% for Whites, 32% for Blacks, 39% for Hispanics, 38% for American Indians, and 48% for Asians. In the Twin Cities suburbs, 75% of students passed as compared to 68% of students outstate and 41% of students in the Minneapolis and St. Paul school districts. (Id.).
- Of those students entering Minnesota high schools in 1994, 78% graduated by 1998 (N.B. this calculation excludes students who transferred out of state or to a non-public school). Four-year graduation rates varied significantly, however, by racial and ethnic group and by location: 82% for Whites, 36% for Blacks, 44% for Hispanics, 41% for American Indians, and 68% for Asians. In the Twin Cities suburbs, 84% of students graduated within four years as compared to 85% of students outstate and 47% of students in the Minneapolis and St. Paul school districts. (Id.).

These severe gaps in educational achievement in Minnesota are occurring despite higher per pupil spending in Minneapolis and St. Paul.

- The average per pupil expenditure in 1998 for the Minneapolis and St. Paul school districts was \$7,730 as compared to \$5,994 in the suburbs and \$5,781 outstate. A portion of this gap is attributable to higher spending on special instruction (\$1,421 per student in Minneapolis and St. Paul compared to \$873 in the suburbs and \$803 outstate). (Id.).

Research proves that desegregation increases achievement levels for minority and low-income students.

- Researchers of the Gautreaux program in Chicago found that "Black children who moved from racially segregated housing projects to white middle-income suburbs experienced improved outcomes by every measure." (Rosenbaum, James E., et. al., "Can the Kerner Commission's Housing Strategy Improve, Employment, Education, and Social Integration for Low-Income Blacks).
- Students of color bused to desegregated suburban schools experience improvements in reading and math. (Voluntary Interdistrict Coordinating Council, Complete Eleventh Report to the United States District Court, Eastern District of Missouri 25 (Jan. 1995)).
- Following desegregation, students of color in Kansas City schools performed better than national and district norms on achievement scores. (Moore, William, *Achievement and Enrollment Evaluation of the Investigative Learning Magnet Elementary Schools, 1990-91*, 25 (Oct. 1991)).
- The achievement gap between minority and white students greatly narrowed when Dallas implemented a desegregation plan. (*Equity and Choice: Issues and Answers in the Dallas Schools*, Presentation Before the National Committee for School Desegregation, 16 (March

1990)).

Research also suggests the desegregation does not negatively affect academic performances of whites and in some cases may improve their performances.

- Both whites and blacks improved standardized test scores when desegregation was implemented in Louisville, Kentucky. (Kentucky Commission of Human Rights, *School and Housing Desegregation are Working Together in Louisville and Jefferson County, 1975-1983*, 6-8 (1983)).
- When Norfolk, Virginia implemented a desegregation plan, standardized test scores improved for both blacks and whites. (Meldrum, Christina, and Susan F. Eaton, "Resegregation in Norfolk, Virginia: Does Restoring Neighborhood Schools Work?" (May 1994).

Desegregation has positive long-term societal effects that are not reflected in test scores.

- School desegregation encourages social integration on multiple levels: black students from desegregated schools have more social contacts with whites, are more likely to live in desegregated neighborhoods, more frequently work in desegregated areas, and are more likely to have higher career goals. (Crain, Robert, and Amy Stuart Wells, "Perpetuation Theory and the Long-Term Effects of School Desegregation," (1994); Dawkins, M., and J.H. Braddock, "The Continuing Significance of Desegregation: School Racial Composition and African American Inclusion in American Society," (1994).
- Black students in desegregated schools are more likely to graduate from high school, attend desegregated colleges, and graduate with degrees in higher paying professions. McPartland, James, and JoMills Braddock, *Going to College and Getting a Good Job: The Impact of Desegregation*, (1981).

Mandatory Desegregation Plans are Most Successful at Ending Segregation.

- A study of 20 school districts found that mandatory desegregation was more likely to reduce segregation and encourage racial balance. Fife, B., *Desegregation in American Schools: Comparative Intervention Strategies*, (1992))

OTHER EFFECTS OF RACIAL SEGREGATION AND CONCENTRATED POVERTY

In neighborhoods afflicted with a concentration of poverty, families "have to cope not only with their own poverty, but also with the social isolation and economic depreciation of the hundreds, if not thousands, of other families who live near them. This spatial concentration of poor people acts to magnify poverty and exacerbate its effects." (Jargowsky, 1997)

Racial segregation and concentrated poverty encourage the disinvestment of business and industry from poor communities of color and isolate these communities from employment opportunities.

- “The Met Council estimates that 296,274 jobs will be created in the metro area in the next 15 years. Two-thirds of these jobs (195,540) will be located in the suburbs ... from 45 to 48 percent will be in low paying industries [i.e. the type of job sought by central city residents with low skill/education levels]” (Livable Communities Task Force).
- “More than 67,000 units of housing for people earning less than \$22,000 will need to be created in suburban communities over the next fifteen years if all of the people working in these new jobs in low-paying industries in the suburbs sought housing within suburban communities.” (Livable Communities Task Force).

Racial Segregation and Concentrated Poverty are two of the primary causes of high violent crime rates in poor communities of color. (Douglas S. Massey, *Getting Away with Murder: Segregation and Violent Crime in Urban America*, 143 U. Penn. L. Rev. 1203).

Crime in the Twin Cities is disproportionately concentrated in poor central neighborhoods that tend to have high minority populations.

- Overall crime rates for Minneapolis and St. Paul are two to three times higher than suburban crime rates. (Metropolitan Council, *Trouble at the Core* (1992)).
- Within Minneapolis and St. Paul, crime is disproportionately concentrated in poor neighborhoods. (Myron Orfield, *METROPOLITICS* (1997)).

NOW THAT WE'VE TALKED... IDEAS FOR COMMUNITY INVOLVEMENT

You can help your study circles move into discussion of action by providing handouts that help them think about how to become involved locally. The following combines elements of documents developed by Robert Sherman of the Surdna Foundation and the study circle organizers in Lima, Ohio and San Leandro, California.

Take stock of yourself

- Do you prefer to work alone or with a group of people?
- Could you put together a new organization?
- Do you have a specific area of interest such as child welfare, domestic violence, or intercultural understanding?
- Do you already belong to groups that are involved with these issues, or that might move in that direction?
- Do you have skills that you could share with your community? (Every community could use a gardener, a grant writer, a computer trainer for after-school programs, or a mural painter!)
- Realistically, how much time can you commit?

Take stock of your community

- As an individual or as part of a group, talk with young people, ministers, businesspeople, social service people, teachers, city officials, police officers, and neighbors to gain more perspective on your community and the issues it faces.
- Ask people about efforts to address problems in the community, and what these efforts might need in order to be more effective.
- Read sections of the newspaper that you might have ignored in the past, including local news, opinion pages, and the calendar of events.

Take ACTION!

Now that you know more about yourself and your community, choose some ways in which you might become involved.

- Apply for appointment to a city advisory commission.
- Help organize another study circle.
- Volunteer with a social service agency or nonprofit organization.
- Volunteer to help with the city's cultural diversity celebrations.
- Volunteer to work in local schools.

Planning Community-wide Study Circle Programs: A Step-by-Step Guide

- Organize or assist with a neighborhood activity (park clean-up, picnic, etc.).
- Participate in — or help develop — an ongoing neighborhood social group (i.e. monthly potlucks, weekly volleyball games) or neighborhood watch.
- Spend some time outside in your neighborhood, and make it a point to become acquainted with neighbors of all ages and backgrounds.
- Mentor a young person in an after-school program, either informally or through a Big Sisters/Big Brothers program.
- Help organize a neighborhood or citywide function to honor people working to build a stronger community. Even if you choose one or two outstanding individuals, make sure that you give more than passing acknowledgment to the hundreds of people who help in hundreds of big and little ways!

AFTER THE STUDY CIRCLE... I'D LIKE TO STAY INVOLVED!

The previous document helps people think about ways they might become involved with their community. The following feedback form, on the other hand, is designed to be returned to organizers of a community-wide study circle program. The form, which was originally developed by Bob Williams of the Unified School District of San Leandro, California, could be the start of a community resource bank.

I am interested in getting more involved in my community and building on the vitality of the study circle program.

I would especially like to do the following:

- Apply for appointment to a city advisory commission
- Continue to participate in the City's study circles
- Become a study circle organizer or discussion leader
- Volunteer for the Community Services Department
- Volunteer to help with the City cultural diversity celebrations
- Volunteer for a local social service agency
- Volunteer to work in local schools
- Conduct a neighborhood- or church-based study circle
- Organize or assist with a neighborhood activity (park clean-up, picnic, etc.)
- Other:

Your name:	
Your address:	
Your telephone number:	

Return to: [address, etc.]

This information sheet was used by the study circle program in New Castle County, Delaware. After the first round of study circles, the organizers held a meeting of facilitators and participants to identify the major areas in which participants wanted to take action. They also recruited interested individuals to convene task forces on these issues at the action forum. At the forum, Delaware Governor Tom Carper and US Attorney Gregory Sleet offered words of support. Then participants were invited to join task forces on four different issues: (1) Reaching our children/racism and the school system; (2) Expanding the dialogue and orienting newcomers; (3) Penetrating institutional racism: the media and affirmative action; (4) Deepening our knowledge and skills. At the forum, the groups came up with action plans, set the date and time of their next meeting, and reported back their main ideas and plans to the plenary group. Organizers are planning a second round of study circles in the fall, and the task forces will have the opportunity to report back on the work that they pursued after participating in the study circles. The information sheet, which gives conveners instructions for their work at the forum, was developed with the assistance of Faye Bonneau and Ruth Sokolowski of the YWCA in New Castle County, Delaware.

TASK FORCE CONVENERS

Study Circles
[city, state]

What should happen at the Action Forum?

During the Action Forum, you'll have 30 minutes to assemble your group and begin the conversation about how participants can take action to make a difference in the community. As the group's convener, you need to watch the time carefully, and get your group to work quickly. Because the time is limited, ask participants to make their comments brief! In addition, you or a volunteer from your group should take notes to record your group's ideas so you can report back to the plenary group.

Remember that your goals, first and foremost, are (1) to bring out the major action ideas; (2) to demonstrate that the task force is about moving from talk to action, and (3) to show participants that their contributions and commitment are critical to the group's success.

Here's a suggested outline for the initial meeting at the "Action Forum and Reunion Celebration":

- 1) Pass around the sign-up sheet, and ask people to provide their names, addresses, phone numbers, and e-mail (if they have it). Introduce yourself, and give everyone a chance to introduce themselves to the group.
- 2) Choose a timekeeper who will monitor time and strongly encourage people to keep their comments brief.
- 3) Let the participants know that you will be reporting back to the larger group (summarizing important ideas, concerns, and plans that your group discussed) when everyone reconvenes.
- 4) Reiterate the purpose of bringing people together — that is, you are beginning a process so that people will be able to *work together* to make a difference in the community.

STUDY CIRCLES AND ACTION

It's a question SCRC hears frequently: "How do study circles connect to action on public issues?" As an organization that works to "promote deliberative democracy and improve the quality of public life," and is committed to learning from those who are putting democracy into practice, our answer continues to evolve. These days it encompasses three aspects of action.

We have always assumed that, at the very least, participation in study circles makes people better informed, more understanding of other viewpoints, and able to vote more intelligently. These results of dialogue embody the idea that "to understand is to act." With every change in an individual, every study circle nibbles away at the polarization and grandstanding that currently dominate our public life. On a grand scale, this can result in a greater sense of ownership of public issues, as well as in elections defined more by substance than style.

"Government by the people," however, means more than just voting. In the hands of many organizers, study circles have become a way of directly communicating the views and values of citizens to officials in government and in the schools. These organizers have shown that providing input is another important way to take action. Reports written jointly by study circle members, individual letters from study circle participants, and structures like the Study Circle Council in Lima, Ohio, funnel ideas and concerns from participants to community leaders.

Beginning in 1992, community-wide study circle programs began to demonstrate yet another link between study circles and action. For the first time, hundreds of citizens in a single community became involved in study circles — because they believed that by doing so they themselves could make a difference on an issue. Organizers were often surprised to see the collaborative efforts that resulted from dialogue, since neither consensus nor an explicit action plan is the goal of a study circle. But the action had evolved very naturally, as participants shared personal experiences, analyzed public problems, discovered common ground, and identified community assets. By participating in democratic and collaborative *dialogue*, they gained the understanding and connections they needed for democratic and collaborative *action*. As people realized they could make real change, they began to think of themselves as actors on public issues — not simply as the people who elect the actors or the people who give input to the actors.

Examples of these collaborative efforts resulting from community-wide study circles around the country include: youth mentoring projects; a film festival on ethnic diversity; collaborative school-business efforts; a multiracial "unity choir;" improvements to a community policing program; new playgrounds; a new soup kitchen; neighborhood "peace zones;" and a city-wide planning process for violence prevention. These kinds of collaborative efforts to address public problems define citizenship broadly and actively.

These three aspects of action represent three visions of how best to strengthen the connection between citizens and public life. Whichever vision you are working toward, one thing is clear: study circles are a way of doing the essential work which must come before action. No matter what avenue citizens decide to take — voting differently, or communicating with leaders, or working collaboratively to address problems — study circles help them to think of themselves as members of a community capable of action.

This piece, by Matt Leighninger of SCRC, first appeared in the Summer/Fall 1995 issue of SCRC's newsletter, Focus on Study Circles.

WHY THE SUDDEN INTEREST IN DIALOGUE AND DEMOCRATIC PARTICIPATION? ... AND WHERE DO STUDY CIRCLES FIT IN?

All of a sudden, words like "dialogue," "citizenship," and "community" are popping up in the headlines. In the last year, many public figures have begun using them, and endorsing concepts like "community-building," "civic renewal," "collaborative leadership," and "public journalism." These terms have spread beyond the relatively small crowd of academics and organizers who used them in the past. Now, there are references to dialogue and democratic participation in the speeches of President Clinton, William Bennett, Senator Bill Bradley, and presidential candidate Lamar Alexander.

Recent articles by scholars and practitioners such as Robert Putnam, Bruce Adams, Jean Bethke Elshtain, and Benjamin Barber have fleshed out these concepts. A host of new organizations and efforts, including the Alliance for National Renewal, the American News Service, America Speaks, and the Civic Practices Network, are convening some of the thinkers and doers, and identifying examples of communities and programs that embody the cutting edge of democratic practice.

Many of these leaders and organizations have turned their attention to the study circle, a proven method for strengthening dialogue and democratic participation. The community-wide study circle program — in which study circles are used throughout a community to engage citizens in discussion and problem solving — is a vital model for this work. As a result, SCRC has become a focal point for this new, larger audience.

Why now? It is no secret that for many years large numbers of American citizens have felt alienated and disconnected from government and from public life in general. Some of the symptoms of this problem have been evident for a long time: falling voter participation, increasingly nasty political campaigns, and a declining sense of community. So why, all of a sudden, are more people paying attention to the need for dialogue and democratic participation?

Much of the new interest comes from public officials, who are beginning to realize that the old debates don't connect to citizens in their struggles to deal with the issues that affect their lives and their communities. It is becoming more difficult to rely on the old "right-wing" or "left-wing" ideas and policies, because those ideas and labels no longer resonate much with citizens.

Conservative and liberal public officials are interested in dialogue and democracy for very different reasons. Conservatives have long championed the need to reinforce family and community values, but they've never been more eager to find a mechanism for doing it. Many conservative thinkers and leaders have realized that merely keeping "big government" out of the way is not enough. In the pages of the *Wall Street Journal*, William Bennett has called for a "return to civil society." Lamar Alexander advocates local organizing to confront community problems — his campaign slogan is "The people know what to do."

At the same time, liberals who believe in the power of government to address social problems are facing the reality that growing numbers of taxpayers don't share this belief — or at least aren't willing to sustain government spending. By encouraging citizens to examine problems like crime and poverty, liberals hope to foster community-based programs that help pick up where government has left off. Some

POSITIVE CONFLICT: AN ESSENTIAL TOOL FOR DEMOCRACY

Americans hate conflict. An employer promotes a subordinate for being "a good team player" who "doesn't make waves." A principal decides his good teachers are those with orderly classrooms without noise and — above all — without conflict. A parent praises his teenager for being "a good kid" who "never gives me problems." Entire minority communities are praised or cursed according to whether they "cause trouble" or are seen as "peaceful, good folk."

It may not matter that the thinking, creative employee may challenge conventional wisdom in ways that lead to product innovation. Or that children learn best when they are actively engaged in a subject — which may mean noise and even disagreement. Or that a teenager's developmental tasks include coming to a sense of ownership of his own values, which may require understanding them *in relation* to the values of his elders. Or that in order to take their rightful place in the American democracy, a minority community may have to demand resources and focus attention on issues that others would prefer to ignore.

Yet if we ask Americans what they think of when they hear the word conflict, we receive answers like "tension," "power grabs," "nastiness," "fights," "win/lose," "war," and "anger." Is it any wonder, therefore, that we Americans try to avoid conflict at all costs?

Indeed, this limited perspective logically leads to a version of the "flight or fight" response: either avoid conflict or be prepared to "duke it out." And since disagreements — about values, resources, and policies — are unavoidable, our courts are clogged and our city councils hold endless hearings in which parties fight over their respective positions.

We have created a contentious public culture in which a modern warrior class — mainly politician, lobbyists and highly paid lawyers — argue over every imaginable issue while the rest of us shun "politics" as the public arena of hostile interests groups. Fight or flight, battle or avoidance.

There is hope, however, in this ugly picture. Millions of Americans are acknowledging that neither fight nor flight is a very successful strategy. They are learning that one of the key barriers to a satisfying public life is the very limited set of responses we have to conflict. Fighting over our problems leaves us with polarized positions, and fleeing only allows our problems to grow larger. Yet our nation's problems are so enormous, so complex, so interrelated, we'll never arrive at real solutions by avoiding them or arguing from fixed, narrow positions.

Many are experimenting with techniques for using conflict constructively — with books like *Getting to Yes* soaring to the top of the bestseller list — but before many of us will make the effort to learn new skills we have to uproot our own prejudices about conflict. We have to fully grasp its *positive* functions:

Conflict means success, not failure. The absence of conflict usually means that diverse perspectives have been excluded from the decision-making table. When conflict — the clash of views and values — surfaces, we can congratulate ourselves. It means all interested parties are taking the first step in real problem solving. In order to produce a quality solution, different views must be heard,

critically evaluated, and reflected upon before we reach agreement. In fact, the very idea of discussion presupposes different points of view.

Conflict uncovers interests. Often we only fully understand our own interests as they emerge in dialogue with others. Conflict can shake us out of selfishness (narrowly defined interests) as we see the larger consequences of our views through the eyes of those who disagree. Conflict that surfaces divergent interests is a necessary first step in meeting everyone's interest.

Conflict deepens our understanding of a problem. Solutions depend on accurately defining a problem. Considering diverse definitions of a problem — and the consequences of proposed solutions — helps sharpen our understanding of our most complex problems.

Conflict provides more options for action. One of the most common mistakes in problem solving is developing a premature commitment to one solution without being aware of alternatives. Conflict broadens our view of what is possible, and thus gives us more choices.

Conflict is not about "winning or losing" but about learning. Every difference, discomfort, or disagreement can be used to better know ourselves and others. They become clues to uncovering concerns, prejudices, needs, values — and goads to improving the skills we need to interact with others.

Conflict builds organizations. Groups that successfully use conflict for learning become stronger; they believe in themselves more. With confidence in their ability to use conflict constructively, they can take more risks. Since healthy conflict stimulates involvement in the problem-solving process, and encourages each of us to be heard, it deepens our sense of ownership, both of the process and, eventually, the solution.

Conflict will not go away. Yet, think how much energy and time we waste trying to avoid it or engaging in destructive battles. Simply perceiving conflict as both inevitable and useful — even essential — to healthy public discussion is the first step in turning it from a curse to a creative tool.

Study circles have much to offer in developing these democratic attitudes and skills. People usually enter study circles not as protagonists but as learners, so they can focus on those arts of democracy that produce quality talk while they learn to handle disagreements that may arise. A study circle provides an ideal setting to deepen understanding, exercise public imagination, engage in constructive dialogue, and creatively address value conflicts. A reinvigorated democracy, and fully engaged citizens, require nothing less.

This article, by Paul Martin Du Bois and Frances Moore Lappé, first appeared in the Fall 1991 issue of SCRC's newsletter, Focus on Study Circles. Du Bois and Lappé are co-founders of the Center for Living Democracy. You can reach CLD at RR #1 Fox Road, Brattleboro, VT 05301, (802) 254-1234, fax 254-1227.

Community Circle Report Form

Session #1: Getting Started

Sponsoring Organization: _____ Date: _____

Meeting Location: _____ Number of Participants: _____

Facilitator: _____ Scribe: _____

Please describe two or three main themes or ideas about experiences with racism or segregation which your group discussed today: (1-2 sentences each)

1. _____

2. _____

3. _____

4. **Please use this space to note action ideas, if any, that were mentioned in today's discussion:**

Community Circle Report Form

Session #2: What are the reasons for segregation in the Twin Cities?

Sponsoring Organization: _____ Date: _____

Meeting Location: _____ Number of Participants: _____

Facilitator: _____ Scribe: _____

Please describe two or three main themes or ideas about the reasons for segregation in the Twin Cities that your group discussed today: (1-2 sentences each)

1. _____

2. _____

3. _____

4. Please use this space to note action ideas, if any, that were mentioned in today's discussion:

Community Circle Report Form

Session #3: How can we address the housing challenges in the Twin Cities?

Sponsoring Organization: _____ Date: _____

Meeting Location: _____ Number of Participants: _____

Facilitator: _____ Scribe: _____

Please describe two or three main themes or ideas about the housing challenges we face in the Twin Cities that your group discussed today: (1-2 sentences each)

1. _____

2. _____

3. _____

4. **Please use this space to note action ideas, if any, that were mentioned in today's discussion:**

Community Circle Report Form

Session #4: What can we do about the achievement gap in our public schools?

Sponsoring Organization: _____ Date: _____

Meeting Location: _____ Number of Participants: _____

Facilitator: _____ Scribe: _____

Please describe two or three main themes or ideas about the achievement gap in our schools that your group discussed today: (1-2 sentences each)

1. _____

2. _____

3. _____

4. **Please use this space to note action ideas, if any, that were mentioned in today's discussion:**

Community Circle Report Form

Session # 5: Making a Difference

Sponsoring Organization: _____ Date: _____

Meeting Location: _____ Number of Participants: _____

Facilitator: _____ Scribe: _____

While there may not be consensus within your group about how to best address some of the challenges discussed, there may be ideas or solutions which have emerged over the last few weeks and are supported by most participants.

1. What are two or three of the most powerful steps *individuals* can take to make a difference?

2. What are two or three of the most powerful steps *groups or organizations* can take to make a difference?

(over)

(Session #5 report form continued)

- 3. What are two or three of the most powerful steps our *community or region* can take to make a difference?**

- 4. What are some of the things participants said they would do differently in the future as a result of being part of this community circle dialogue?**
