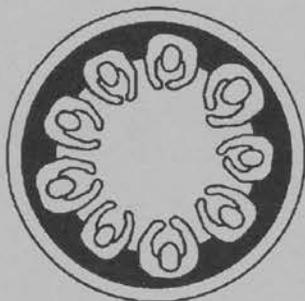




## Education and Housing Equity Project Records.

### **Copyright Notice:**

This material may be protected by copyright law (U.S. Code, Title 17). Researchers are liable for any infringement. For more information, visit [www.mnhs.org/copyright](http://www.mnhs.org/copyright).



# CHOICES FOR COMMUNITY

*A REGIONAL CONVERSATION ABOUT THE  
CHALLENGES OF EDUCATION,  
HOUSING AND SEGREGATION  
IN THE TWIN CITIES METROPOLITAN AREA*

---

SPONSORED BY

THE COMMUNITY CIRCLE COLLABORATIVE  
AND  
THE EDUCATION AND HOUSING EQUITY PROJECT

SPRING, 1997

## Community Circle Collaborative

### Lead Partner

Education and Housing Equity Project

### Organizing Partners

Citizens League  
City of Minneapolis, Office of the Mayor  
Institute on Race and Poverty, University of Minnesota  
INTER-RACE, Augsburg College  
Macalester College Department of Urban Studies  
Metropolitan Interfaith Council on Affordable Housing  
Minneapolis Initiative Against Racism  
Minneapolis Public Schools  
Minneapolis Neighborhood Revitalization Program  
Minnesota Minority Education Partnership  
Minnesota Public Radio Civic Journalism Project  
Minnesota Churches Anti-Racism Initiative of the  
Greater Minneapolis, Minnesota, and Saint Paul Area Councils of Churches  
Minnesota Fair Housing Center  
Minnesota Meeting  
People's Institute for Survival and Beyond, North Chapter  
Southside Neighborhood Housing Services  
Twin Cities Free-Net  
Urban Coalition  
West Metro Education Project

### Funding Partners

Bremer Foundation  
Bush Foundation  
Center for Urban and Regional Affairs  
Minneapolis Foundation  
Saint Paul Foundation

### National Partners

Study Circles Resource Center  
Kettering Foundation/National Issues Forum

In addition to the organizing and funding partners, many partner organizations and individuals are joining the collaborative as resource partners, facilitators, and as sponsors of the community circles being convened throughout the metropolitan area.

### In the preparation of this document the Collaborative was assisted by

Syl Jones (writer)  
Kristy Greenwalt (writing and research)  
Sharon Rodning Bash (editing, graphics and design)  
Shafer and Feld, Inc. (printing)

## The Community Circle Collaborative Introduction to the Process



## Foreword

This conversation guide is dedicated to the proposition that we, the citizens, are ultimately responsible for what happens to us.

Our hope is that the guide will assist you and your fellow conversation partners in examining and making choices together on the difficult but important challenges of segregation, housing and education.

The Twin Cities metropolitan region is at a crossroads. Issues of affordable housing, community stability, educational achievement and race relations make up the news and affect our lives. The problems facing our communities can continue to present us with historic opportunities to forge a new path in civic cooperation and problem-solving.

To forge a new path requires our coming together, to "struggle" together over what should and should not be done about these issues facing the character and quality of our region. Together we will inform ourselves and talk with one another in community circles, contribute to public policy making for our communities, and hopefully move ourselves and our communities to responsible, positive civic action.

Dick Little, Coordinator  
on behalf of  
The Community Circle Collaborative and  
The Education and Housing Equity Project



## The Community Circle Collaborative: Introduction to the Process

Thank you for participating in the Community Circle Collaborative process, a guided conversation focused on the challenges of segregation, housing and education in the Twin Cities metropolitan area.

Across the metropolitan area, dozens of groups similar to yours will be conducting conversations regarding these issues. Your participation involves you in a small but significant community of people who are taking action to address these difficult and important issues.

For at least three sessions of two hours each, over the course of three to five weeks, you will gather with other members of your circle to share opinions, facts and perspectives. The goal of these sessions is to fully discuss the issues from many points of view and to develop potential solutions as your circle sees fit. Eventually, we hope to share some of these solutions with public policy makers so that the entire region may benefit from this process.

Before you begin your conversation, please read this guidebook. While it does not cover every perspective, the guidebook provides background that can help you more fully understand the issues and can help you in discussing them more fully.

### How The Circle Process Works

In many cultures, circles are symbols of equality, fairness, completeness. The Community Circle Process has been designed with these qualities in mind.

In the early days of American democracy, communities held town hall meetings or sat around pot-bellied stoves or spinning wheels to discuss major issues. We were smaller, more homogenous; we knew each other well.

There is much to celebrate about America. The future is filled with possibility. But there is no escaping the underlying moral question, which is also a political one. Are we, or are we not, still in this together?

The pros and cons of those early American meetings were essentially the same: homogeneity bred greater agreement and less conflict; however, other voices in the community--those of women, slaves, Native Americans, poor families, and immigrants outside the mainstream--were seldom heard.

As American democracy has grown to include a wider variety of individuals, the need to broaden discussion about major issues affecting the nation has increased. Today, inclusiveness is highly prized because the Jeffersonian vision of "an informed citizenry," essential to a healthy democracy, cannot be fully realized without it.

### Part One: A Snapshot

Without the effort to bring people together for informed and civil conversation, the most extreme voices will be free to frame the issues. Public spirited conversation will be drowned out by shrill debate; our common interests and values will get lost in the sea of opposition and conflict.

The Community Circle Collaborative process is one way to sample the broadest possible spectrum of opinion within a community. A similar process has been used in many parts of the nation to help create a public voice about major issues. The Community Circles themselves are a refreshing

change from the narrow and often restrictive discussions of the past and the competitive debates used in present day political programs.

### Why a "Conversation" ?

Much of what we see in the media and in public meetings today cannot be called conversation for many reasons. Chief among them is the fact that advocacy of one point of view or another, at the expense of decorum, is an integral part of what is often called "positioning" or "posturing." This kind of communication has become an accepted fact in most of the media, but it ultimately leads to public cynicism and withdrawal from the political process.

On the other hand, to "converse" means to "share words with others" and carries the implication of equality of opportunity and status. A "conversation" is a sharing of ideas, thoughts, and perspectives intended to lead to understanding. Unity of purpose is inherent in the word; a conversation should clear the air by honestly reflecting differences and similarities.

Agreement, however, is not necessary in order to have a successful conversation. What is important is

listening, reflecting and speaking from both the head and heart. Mutual respect and a belief in the healing nature of sharing ideas across boundaries of ethnicity, geography, socioeconomics and even language differences can go a long way toward making a conversation satisfactory.

One of the goals of the sponsors of this program is to institutionalize the art of guided conversation in our metropolitan area. We sincerely believe that solutions to serious and often divisive issues can be found if we put aside our fears and prejudices and work together.

### What is Required of You?

Your role as a participant in the Community Circle Collaborative Process includes the following expectations:

- ✓ A commitment to the entire 3 to 5 session schedule
- ✓ A promise to share thoughts honestly and respectfully
- ✓ A willingness to listen deeply to others
- ✓ A preference for collaboration rather than competition
- ✓ A desire to find common ground and creative solutions

### What You Can Expect?

When you invest your time and effort in the Community Circle Collaborative Process, you will receive:

- ✓ The opportunity to be heard
- ✓ Challenges to some beliefs, attitudes and assumptions
- ✓ Moments of great insight and inspiration
- ✓ Feelings of confusion and, at times, alienation
- ✓ A sense of accomplishment

## How To Begin

1. Your facilitator has been trained to help your circle begin conversations. Please follow his/her guidelines as outlined at the beginning of each Community Circle meeting.
2. Read the materials in this guidebook before you begin your conversations.
3. Please feel free to conduct your own research using the bibliography in the back or any other materials.
4. Please do not seek to dominate conversation or monopolize the floor at any time. Remember to be courteous. Agree on common ground rules for your group.
5. Although the discussion period may vary depending on the size of each Community Circle, keep in mind that it is difficult to sustain sessions of more than two hours.

## The Task of the Community Circles

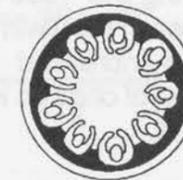
Keeping the conversations centered on the following two questions:

- > *What are the impacts of existing patterns of residential, economic and racial segregation on the educational achievement and life opportunities of Twin Cities area children and families?*
- > *What can or should we do, as individuals and as a community, to enhance the educational, housing and economic opportunities for all children in the Twin Cities area?*

These are important questions affecting our future. The Twin Cities metropolitan region is moving toward a crossroads. We have an historic opportunity to confront many of the problems of urban decline that have already overwhelmed other metropolitan areas.

We hope that through conversations such as the one in which you are participating today, a greater understanding of these issues can emerge, along with new ideas for solutions.

## Part One: A Snapshot of Where We Are Today



Every year when the list of America's most livable cities is published, the Twin Cities of St. Paul and Minneapolis are high on the list. By standards used to judge major metropolitan areas--job growth, well-built housing stock, access to parks and recreation, good schools

and social services, lower crime rates--Minneapolis and St. Paul are superior to many other cities. In comparison to other areas, the Twin Cities is a wonderful place to live. Yet, we are not immune from the social problems that plague other cities. This is particularly true of challenges related to segregation, poverty, housing and education.

### Segregation & Poverty

- The proportion of people of color who live in poverty is higher in Minneapolis/Saint Paul than in any other central city in the nation.
- In 1990, per capita income for the region's people of color averaged about \$8,500, compared to nearly \$18,000 for whites.

- The concentration of poverty in the two cities and the degree of income disparity between the regions' central cities and the suburbs are among the nation's highest.

- Less than half the jobs in Minneapolis pay what is considered a livable wage.

- Between 1980 and 1990, 67 percent of new jobs in the Twin Cities metropolitan region were created in the outer ring suburbs.

- The poverty rate in Minneapolis is 18.5%; in St. Paul it is 16.7%; in the suburbs, it is only 4.54%.

- Among African Americans, the poverty rate in the Twin Cities metropolitan region is 37 percent, more than six times the rate for whites. For Native Americans, Asians, and Latinos, the rates are 40 percent, 32 percent and 19 percent, respectively.

- The highest poverty rate on a city-wide basis is among Asians living in St. Paul: 6 out of every 10 lives in poverty.

- The United Way recently cited data revealing that the highest incidence of poverty in Minnesota occurs in specific neighborhoods of Minneapolis and St. Paul, and that a disproportionate number of those living in poverty are women, children and people of color.

●During the 1980's the population of children in the Twin Cities metropolitan region increased by 6.5%, but the number of children in poverty increased by 62%.

●Over 73,000 people in the metropolitan region's suburbs currently live in poverty. The numbers are growing.

●About 60 percent of Minnesota families in poverty have at least one family member in the work force.

### Housing and Jobs

●According to the 1989 American Housing Survey, over 37,000 households in our metropolitan region spend more than 50 percent of their income on housing. (The federal government considers 30 percent to be affordable.)

●The percent of households, locally, paying excessive amounts for housing is greater than the national average.

●The metro region's economy is increasingly becoming suburbanized. The region gained 225,000 new jobs in the 1980's, only 5,400 of which went to the central cities. As a result, there is a significant mismatch between those who need the jobs and where the jobs are actually located.

### Education

●The central cities represent 22% of metropolitan enrollment, and 55% of the region's impoverished elementary school children

●In the 1996-1997 school year, 70 percent of all students in the Minneapolis Public Schools received free or reduced lunches (a key indicator of poverty used by government

## How The Twin Cities & Other Large Cities Compare

Poverty Rates for People of Color in Central Cities

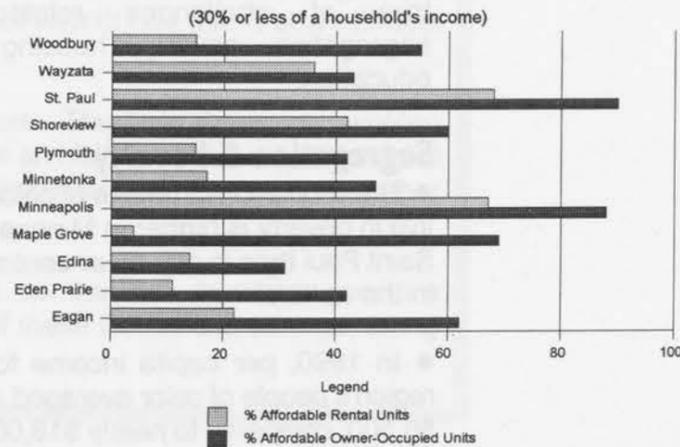
Rank	Central Cities	Rate for People of Color
1	Mpls./St. Paul	44.6
2	Miami	41.6
3	Milwaukee	40.7
4	Pittsburgh	40.7
5	Cincinnati	38.8

Poverty Rates for People of Color in Metropolitan Areas

Rank	Metropolitan Area	Rate for People of Color
1	Milwaukee	39.3
2	Pittsburgh	35.0
3	Mpls/St Paul	34.7
4	Cincinnati	32.1
5	Detroit	31.1

Source: Metropolitan Council (1990 Census data)

## 1996 Level of Affordable Housing



agencies). In St. Paul, 75 percent of students of color and 35 percent of white students received free or reduced lunches. In the inner ring suburban districts, as few as 4% of students are on free or reduced lunch, and an average of 26% of students are on free or reduced lunch.

●In the Twin Cities metropolitan area, 16% of all students are persons of color. Of those 16% students of color in the metro area, nearly 60% are in the Minneapolis schools.

●In Minneapolis, students of color make up 65% of the total student population; in St. Paul, 60%.

●Inner ring suburban school districts represent 15% of the total metro area enrollment. 10% of those students are students of color.

●In 1996 basic skills tests scores, a very strong correlation was made between economic status and scores on reading and math scores. (See graph on page 7).

### Legal Context

●A lawsuit filed by the Minneapolis branch of the NAACP against the State of Minnesota alleges that schools in Minneapolis are "inadequate as a matter of law and as a matter of fact."

●The St. Paul School District has also filed suit against the State of Minnesota alleging "inequity of resources" and unfair distribution of state funds.

●A consent decree in the settlement of *Hollman v. Cisneros* provides opportunities for families affected by discrimination and segregation in publicly assisted housing to relocate throughout Minneapolis and suburbs.

## Children in Poverty

(changes from 1979 to 1989)

Mpls.	1979	1989	% Change
African American	38.5	53.9	+15.4
American Indian	48.9	66.3	+17.4
Asian	49.0	55.8	+6.8
Latino	31.3	40.6	+9.3
White	10.3	12.9	+2.6
TOTAL	18.0	30.6	+12.6

St. Paul	1979	1989	% Change
African American	33.7	54.2	+20.5
American Indian	24.3	46.4	+22.1
Asian	57.1	68.9	+11.8
Latino	24.3	30.2	+5.9
White	9.9	11.8	+1.9
TOTAL	14.4	26.9	+12.5

Metro Area	1979	1989	% Change
African American	34.1	50.6	+16.5
American Indian	35.2	53.3	+18.1
Asian	26.6	39.3	+12.7
Latino	18.8	23.3	+4.5
White	5.6	6.4	+0.8
Total	7.5	11.4	+3.9

Source: Urban Coalition, 1993

## The Color of Test Scores in Minneapolis Public Schools

Source: Minneapolis Public Schools as printed in the *Star-Tribune*

### Percentage passing both reading and math basic skills tests

District as a Whole	27%
Female	28%
Male	26%

African American	9%
American Indian	13%
Hispanic	14%
Asian American	18%
White	54%

### Gains in Percentage Passing Reading Tests among continuously enrolled African-American Students

1990-1991	17.7%
1991-1992	19.0%
1992-1993	20.3%
1993-1994	21.3%
1994-1995	22.1%
1995-1996	22.9%
1996-1997 (goal)	21.9%

### Rate of Improvements in Average Reading Scores

Percentage of students bettering scores by 0%-24%:	
1996:	40%
1997:	19%
Percentage of students bettering scores by 25%-49%:	
1996:	50%
1997:	37%
Percentage of students bettering scores by 50%-69%:	
1996:	69%
1997:	59%

The importance of continuous enrollment in one school is evident in Minneapolis and Saint Paul, where tests reveal that pupils continuously enrolled in their schools show substantially more academic growth than their peers who move between schools.

### Race, Poverty, Basic Skills Test Scores

School District	% Students of Color (1994-95 school yr.)	% Students eligible for lunch program	% pass Rate (1996) Basic Math	% Pass Rate (1996) Basic Reading
Wayzata	6.6	7	87	71
Saint Paul	51.9	56	52	44
West St. Paul	15.3	16	67	61
Minneapolis	61.0	61	43	38
Edina	4.8	2	95	88
Eden Prairie	5.8	4	91	79
Moundsview	8.2	10	86	71
Brooklyn Center	32.66	44	64	53
Anoka-Henn.	6.1	15	70	52
Richfield	20.3	22	71	62

## Questions For Conversation

1. What do you think are the most significant problems facing your immediate community? The broader community?
2. Looking at the bullet points and charts provided on the preceding pages, is there any data on the previous pages that surprises you?
3. Do you believe that the Twin Cities metropolitan region is racially and economically segregated? Do we have two (or more) separate societies? If yes, what in your daily life leads you to conclude this?

Segregation prevents access to wealth accumulation by residents of isolated, poor communities of color, thereby establishing barriers to market participation. Lack of educational opportunities, poor job accessibility and declining housing values in isolated, low-income communities are symptoms of the problem. Further, racial and economic segregation damages the whole metropolitan region, including both the urban cores and the suburbs. Segregation geographically polarizes metropolitan communities along lines of race, income and opportunity, and separates urban centers from the surrounding suburbs.

4. What is your own neighborhood like in terms of race? Class? Ethnicity? National origin?
5. How does data about poverty, housing and communities of color relate to your neighborhood? Is it consistent with your experience?
6. What is the Twin Cities metropolitan region doing right? What is it doing wrong? Make two lists and compare them.
7. Do some people have more opportunities than others? Why?
8. Do you see life opportunities increasing or decreasing in your neighborhood?
9. What does racism mean to you? Do you believe the Twin Cities metropolitan region is a racist area? Why?

10. What affect do you think personal racism has on the quality of life in the metropolitan region?
11. What impact do you think *institutional racism* has on the poverty, housing and education issues we are discussing?
12. If you were to think of this circle meeting as your community, what characteristics would you say unite you as a group? What expectations do you have of each other?



## Part Two: Creating a Vision for your Future

Now that we've taken a look at the way things are today in the Twin Cities metropolitan region, it is time to consider our vision for the future. Each individual's vision may be different, but in approaching this exercise, we invite you to think broadly about the community. In fact, we invite you to dream a little about what the Twin Cities metropolitan region could be like, what resources would be needed to realize the vision, and what policies or programs would need to be changed, or eliminated.

The assumptions underlying this visioning process are simple:

1. All of us want the best for ourselves and each other
2. Our success as a community depends on the success of most, if not all, others.
3. As a community, we have yet to realize our greatest aspirations and must work together to fulfill our potential.

### Questions To Facilitate Visioning Our Future

- What do you/we want the community to look and feel like five years from now? 10 years? 20 years?
- What are the underlying values that will be needed to sustain the community in the future?
- What do you need from your community? What does your community need from you?
- In what ways is your community tied to the well-being of other communities in the Twin Cities metropolitan region?
- As a group, can you articulate a scenario of the future that meets the needs of everyone?

## Part Three: What Can We Do? ➤ Three Perspectives



What can or should we do as individuals and as a community to enhance educational achievement and life opportunities for all children in our metropolitan area?

In the pages that follow, three of the major perspectives on the above question are presented. These perspectives represent different and to some extent conflicting points of view. *They are by no means mutually exclusive, nor are they the only ones circulating in the marketplace of ideas.* They may not be yours, or represent the views of any of the participants in your Circle group.

They do attempt to capture the essence of some of the public policy choices most frequently expressed by public leaders. Our purpose in presenting these is to stimulate conversation and provide a framework for deeper conversation and deliberation.

### Questions to Consider

As you deliberate on the choices that we need to consider about our future, we ask that you consider the following questions in relation to each of the three perspectives we have provided, as well as other perspectives that you develop through your conversations.

- ✧ *What is appealing about this perspective?*
- ✧ *What are the "down sides" of this perspective?*
- ✧ *Can you tell a story illustrating this perspective?*
- ✧ *Who is hurt by this perspective? Who is helped by it?*
- ✧ *What are the long term costs, benefits, and consequences of this perspective?*
- ✧ *How does this perspective affect the well-being of communities, the metropolitan region, the state, and the nation?*
- ✧ *Using the three perspectives presented, what elements would you use to fashion your own perspective?*
- ✧ *What actions are implied by each perspective? What specific ideas for implementation do you suggest?*

---

---

PERSPECTIVE ONE:

## Strengthening the Region > Building from Within

*This perspective emphasizes dealing at the neighborhood level with issues of poverty, education & housing by reinvesting in the core city.*

### Key Premises

- Impoverished communities and schools are the result of unequal distribution of resources.
- Desegregation through busing erects significant barriers to a strong sense of community and involvement.
- Schools that are constituted around a particular cultural identity by choice can improve student self-esteem.
- It is not necessary for children of color to sit next to white children in order to maximize their academic achievement.
- Community schools are best equipped to reflect the cultural and community values of students and their parents.
- Neighborhood schools will enable more parent and community participation in the schools.
- Revitalizing the core--through a reallocation of resources both public and private--will improve the housing and economic opportunities for minorities and central city residents.

The solution is to invest where the people already are.

The people who are going to get into (the suburbs) are the upper-crust of the inner city. When you take these people out, what do you leave behind? The inner city gets worse than before. You need to reinvest in the inner city and rebuild it, building on the sources there.

---

---

PERSPECTIVE ONE:

## >Advocates Say . . .

- A stable core is essential for a stable region.
- If the region cooperates to improve schools, create jobs, and revitalize neighborhoods in the central cities, people will become more self-sufficient in the long run.
- Rather than spending millions to create new housing and duplicate existing infrastructure in the suburbs, we should use the tremendous human and economic resources in the central cities.
- If we help rebuild neighborhoods in the core and diversify the housing stock, people of all income levels will have wider choices of where to live. This will help to attract and retain middle income people and increase choices throughout the city for lower income people.
- People of color need to build a sense of community around their unique histories and culture. Moreover, they need to maintain whatever political representation they have.

As a parent, I see no intrinsic value in having my daughter travel for hours to a far away school, potentially risking harassment by white kids because of her heritage, in order to get an education. She should be entitled to a perfectly good education right at her neighborhood public school.

- Many people prefer to live in segregated neighborhoods and go to segregated schools as long as their neighborhoods and schools have resources equal to those in other parts of the region.
- Parents, teachers, students, educators, and business and community partners can build bridges that ensure the success of locally-based schools.
- Hiring more teachers and staff of color who are from the communities they serve would help students feel a greater sense of self esteem and would therefore positively affect their academic performance.
- Neighborhood schools can help to stabilize education and may help to retain a middle class tax base.
- Creating schools of excellence through practices shown to improve student success is more important than practices focusing on racial balance.
- Community-based schools offer greater potential for adapting the school's way of doing things to the diverse cultures and communities of the students and families they are serving.

---

---

PERSPECTIVE ONE:

>Critics Say . . .

---

- Pumping money into the central cities is not the answer. Many of these neighborhoods are so impoverished that revitalization is all but impossible.
- In order to create more regional stability, our communities need to be more economically and racially diverse. Building up infrastructure in the cities will do little good if our communities are still divided along race and class lines.
- The only way to break down the racial hierarchy that currently exists is to integrate. People of color need to enter into the economic and social mainstream where they will have more access to good jobs and good schools. Equally important, the dominant culture must expand its understanding of people of color and accept all people of color on their own terms. If we continue to stay apart, racial tensions will grow, and we will become more unstable as a region.
- People need to have real choices about where they live. Since a majority of the new jobs are in the suburbs, and because we have limited mass transit in the region, more low-income housing should be developed in the suburbs.
- Reinforcing existing, segregated communities will continue to perpetuate the cycle of socio-economic/racial isolation.

The whole discussion of desegregation is corrupted by the fact that we mix up race and class. You don't gain anything from sitting next to somebody with a different skin color. But you gain a lot from moving from an isolated poverty setting into a middle class setting.

---

---

PERSPECTIVE TWO:

Market Approaches

> Fostering Economic Growth, Housing Choices, and Educational Opportunities

*This perspective emphasizes a minimal role for government and a reliance on the marketplace to meet peoples' needs.*

---

Key Premises

- Promoting choice and competition among schools, including private and religious schools, via vouchers and tax credits enhances school success and student achievement.
- Housing opportunities can be enhanced by subsidizing low income households with vouchers or tax credits.
- Providing housing vouchers will make it easier for low income families to voluntarily move to the suburbs, creating demand for affordable housing that will generate a market response.
- Private institutions (churches, foundations, businesses) are better equipped than government to respond to the needs and desires of local communities.
- In order to promote achievement, we must reward self-sufficiency, entrepreneurship and hard work.
- Public sector social welfare programs divert capital that could otherwise be invested in job creation in core communities.
- Government policies have contributed to the breakdown of families in ways that negatively impact educational achievement and economic advancement.
- Government policies have also undermined traditional values of family and personal responsibility. A return to traditional values and personal responsibility by communities of color would do more to restore their viability than any other single remedy.

Markets maximize liberty, justice and efficiency.

---

---

PERSPECTIVE TWO:

>Advocates Say . . .

---

- Integration has been tried and has not worked.
- Local communities, not regional, state or federal bureaucracies, are best equipped to answer the needs of their constituents.
- The private market system is more efficient, creative, and flexible than government in responding to job, housing, and education needs.
- Parents should have ultimate control over their children's schooling, including where their children go to school.
- Let the housing market be self-regulating; if demand is great enough, low-income housing will be developed by those who see economic opportunity in meeting these needs.
- Residence in the more affluent communities must be earned through merit and hard work and should not be granted by government fiat.
- Emphasize tax credits for job creation instead of welfare benefits for the under-employed.

It's the person's responsibility for getting where they want to go. They have to work for it. . . .

We worked hard for what we got, let them work hard for what they get. . . .

There's a definite impact on the school system. If you have a large group of low income people move in, it impacts on services. We're just creating a problem for ourselves and the people moving in. . . .

---

---

PERSPECTIVE TWO:

>Critics Say . . .

---

- Less than half of the jobs in Minnesota pay a livable wage. Over 60 percent of Minnesota's families in poverty have at least one person in the work force. If we want to create less dependency on the government, we have to create a market system that allows responsible people to sustain themselves.

Extremes of wealth and poverty mock the claim that markets maximize human freedom.

- Discrimination remains a significant barrier for people of color, no matter how "responsible" they are.
- Poor people do not have the time or money to lobby for their interests and rights. The wealthy, on the other hand, use their power and continue to grow richer at the expense of the poor.
- Public subsidies for middle and upper income people already exist (e.g., home mortgage deduction and social security). A subsidy is a subsidy, whether it comes in the form of a check or a tax deduction. Perspective two simply seeks to eliminate lower income families from public support.

- The problem with social welfare policies in this country is not that we've done too much -- creating dependency -- but that we've done too little. Assistance to the poor has declined substantially in the last 20 years and continues to do so.

- The market system is neither designed to accommodate the social and economic needs and opportunities for people living below the poverty line, nor to provide for the common good. Its primary function is to make money.

- Research shows that school success is based less on the presence of a two-parent family and more on the socio-economic status of the family and the prevailing home and family environment.

- Creating tax exempt "enterprise zones" is not an effective way to stimulate economic activity and create jobs in the urban core. They are not pro-labor or pro-community, but pro-business and pro-profit.

- Basic human rights, such as housing and education, cannot be left to the whim of the marketplace.

- The creation of market driven K-12 school programs is likely to increase existing inequities in educational opportunities.

PERSPECTIVE THREE:

>Creating Opportunities Region Wide

This perspective emphasizes increasing opportunities for people in jobs, housing, transportation and education through regional strategies intended to stabilize the metropolitan area

Key Premises

- A metropolitan approach has the best chance to break the cycle of racial isolation and the cycle of poverty.
- The current concentration of poverty must be dispersed by a more equitable distribution of affordable housing.
- Racial segregation results from a combination of lack of choice and racial discrimination in the housing market.
- Schools segregated by race and income negatively impact students' educational achievement.
- Isolation by race and income removes people from the opportunity structures of society.
- Segregated communities result in segregated schools. A metropolitan region-wide program for low- and moderate-income housing precludes or at least reduces the need for busing as a remedy for segregation.

If we're going to be America and what America proclaims to be, then it is unacceptable to be a segregated society.

Real integration is measured by the transformation of institutions, communities and individuals. Real integration involves fundamental change among whites and people of color, as people and communities. Integration requires that we link housing, school, employment and cultural opportunities. Linking housing and education policies, rather than focusing solely on integrating schools, directs attention to the importance and benefits of racial integration in multiple settings. By contrast, the approach of desegregating schools in isolation from other important institutions disregards the significance of building and strengthening communities.

PERSPECTIVE THREE:

>Advocates Say . . .

For America to prosper, we must first traverse the chasm of inequality . . . Americans must not be walled off from each other by class division.

- Research shows that educational achievement and life opportunities for both white students and students of color improve in desegregated schools.

- Achievement gains are strongest when desegregation begins in the early grades and is implemented under a metropolitan-wide plan.
- People who live and learn in economically and racially diverse environments better understand others who are unlike themselves and are better prepared to work and function in a diverse society. Lack of experience with the racial "other," in turn, contributes to the mystification of racial differences and the perpetuation of ignorance, stereotypes and fears.
- Evidence from successful housing mobility initiatives in other metropolitan regions suggests that the opportunity for low income and minority families to live in integrated, middle-income neighborhoods appears to modestly boost employment among adults and dramatically boost school performance among children.
- Given the location of most new jobs, economic opportunity would increase if more low-income housing opportunities were available in the suburbs.
- Segregation stands in the way of furthering the promises of American democracy. A house divided cannot stand.

Unless our children begin to learn together, there is little hope that our people will ever learn to live together.

Educators and policy makers should consider policies that seek to improve education within an integrated setting.

---

---

PERSPECTIVE THREE:

>Critics Say . . .

---

- An influx of low-income families into suburbs could lead to increased crime, declining property values and other social problems. Instead of creating problems for new neighborhoods, we need to concentrate on cleaning up the communities that need it.
- Efforts to desegregate neighborhoods and schools with high proportions of minorities assume that it is better to live and go to school in majority white settings. This is disrespectful of the strengths of communities of color.
- Because of institutional racism, people of color need to remain together in order to preserve their culture and maintain their political representation.

Moving people from the city to the suburbs is just transplanting the problem.  
They need jobs.

I think people would be happier if you improved their income, rather than moving them to the suburbs.

It's time to educate students wherever they are and stop worrying about them mixing with others.

- "Mobility" as an option will take a long time to implement. It is a gradualistic approach and will do little to help the thousands of poor people who need help *right now*. Furthermore, it is tokenistic. Past attempts to provide mobility to low-income families and people of color have been limited in scope, actually helping few people.
- Creating region-wide low-income housing opportunities may help the families who choose to, and are able to, avail themselves of that opportunity, but does not directly address revitalization of the core city.
- Even if obstacles are removed and the poor people are "granted" more geographic mobility, the fact remains that there is a general mismatch between the skills of the poor people and the skills required by the available jobs.

---

---

PERSPECTIVE FOUR:

>What is your Perspective?

*This perspective emphasizes . . .*

---

**Key Premises**

**Advocates say . . .**

**Critics say . . .**



## Part Four: Harvesting A Public Voice ➤ *Moving to Action*

In conclusion, we ask you to consider and record two things:

- *areas of continued difference; and*
- *areas of agreement.*

Both are important for informing and advancing public conversation and advising policy makers so that they understand the boundaries of these sensitive issues. To aid in your deliberation, please consider the following:

- **What are the areas of tension or conflict that seem to be intractable when conversing about these issues?**

*Please write down the issues where conflict has been unresolved. Be as thorough as you can about defining these areas of difference, and identifying actions or discussions that would still be needed to address or reduce these differences.*

- **Are there areas of agreement on the issues and potential solutions?**

*Please write down the issues and areas of action where agreement exists. Be as thorough as you can about defining these areas of agreement, or "common ground," that would allow the group to recommend action. Try to identify the "trade-offs" or compromises participants would be willing to make to move in a shared direction and achieve actions aimed at the public good.*

At a public forum and citizen's summit scheduled in the near future, representatives from your community circle will be asked to share your findings and conclusions with decision makers throughout the region. A written record of the highlights of your conversation and action recommendations will also be presented to the public for their consideration. In these ways, you and your group will make a valuable contribution to evolving public policy.

The overriding question is whether we can shift our institutions to reflect the society we have today.

We need to develop a regional civics that is not (only) about governmental entities. It's about citizens, community groups, businesses, and government agencies coming together to act in the common interest of the region.

We also hope that your circle deliberations and the knowledge you gain will lead to new ideas for action which participants can carry out as individuals, as members of small groups (such as your community circle) or through active involvement in organizations. In this way citizens who take part in the circle discussions will not only recommend solutions, but also become part of those solutions.

Community Circles can add much to the quality of life by providing a framework for getting to know your neighbors and stimulating individual and collective involvement in addressing important community problems. In addition, Community Circles can be used as social laboratories for discovering the answer to the most important question of all: How Should We Live Together?

Disparity exists in the Twin Cities because of the concentration of poverty. I think this is a harm to the entire metro area. I think it is an issue for us. We need to be cooperative for the sake of the entire metro area.

*We sincerely hope you have enjoyed this process and that you will use it again.*

---

---

## RESOURCES

---

- Anderson, Judith, Debra Hollinger, and Joseph Conaty. "Re-examining the Relationship Between School Poverty and Student Achievement." ERS Spectrum. Spring 1993, 21-31.
- Braddock II, Jomills Henry, and James M. McPartland. "The Social and Academic Consequences of School Desegregation." Equity and Choice. February, 1996: 5(17).
- Citizens League. It Takes A Region To Build Livable Neighborhoods. A Citizen's League Report, co-chaired by Sally Evert and Don Fraser. Minneapolis, MN. February 1997.
- Citizens League. Straight "A"s For Minnesota's Schools. A Citizens League Research Report. February 1997.
- Citizens League. The Case for a Regional Housing Policy in the Twin Cities Metropolitan Area. A Citizens League Report, chaired by Randy Peterson. Minneapolis, MN. May 1994.
- Communities of Color Institute. Children of Color: A Wake-Up Call to the Community. St. Paul, MN: The St. Paul Companies, Inc. 1993.
- Denton, Nancy A. "The Persistence of Segregation: Links Between Residential Segregation & School Segregation." Minnesota Law Review. April 1996: 795-824.
- Early, Gerald. "Understanding Integration." Civilization. October/November, 1996: 51-59.
- Goetz, Edward G., Hin Kin Lam, and Anne Heitlinger. "There Goes the Neighborhood? The Impact of Subsidized Multi-Family Housing on Urban Neighborhoods." CURA Reporter, a publication of the Center for Urban and Regional Affairs, University of Minnesota. Minneapolis, MN. April, 1996: 1-6.
- Hoenack, Stephen A. Alternative Designs of an Educational Voucher System in Minnesota. St. Paul, MN: Choice In Education Foundation, Inc. February 1994.
- Institute on Race and Poverty, University of Minnesota. Examining the Relationship Between Housing, Education, and Persistent Segregation. Summer, 1996.
- Jones, Lis, ed. Metropolitan School Desegregation and Integration: A Study of Proposals for Integrating Schools of the Metropolitan Twin Cities Area of Minnesota. Council of Metropolitan Area Leagues of Women Voters. St. Paul, MN January, 1991.
- Kersten, Katherine A. Good Intentions Are Not Enough: The Peril Posed by Minnesota's New Desegregation Plan. Minneapolis, MN: Center for the American Experiment. March 1995.
- Lee, Leonard and Leonard Witt. Citizen Forums on Affordable Housing in the Minneapolis-St. Paul Metro Area. A Project Report, Minnesota Public Radio Civic Journalism Initiative. Fall 1996.
- Lukermann, Barbara L. and Michael P. Kane. Land Use Practices: Exclusionary Zoning, de Facto or de Jure? An Examination of the Practices of Ten Suburban Communities in the Twin Cities Metropolitan Area. A publication of the Center for Urban and Regional Affairs, University of Minnesota. 1994.
- Massey, Douglas, A. Gross, and M. Eggers. "Segregation, The Concentration of Poverty, and the Life Chances of Individuals." Social Science Research. 1991: 397-420.
- Meldrum, Christina and Susan E. Eaton. Resegregation in Norfolk, Virginia: Does Restoring Neighborhood Schools Work? The Harvard Project on School Desegregation. May 1994.
- Minneapolis Public Schools. Eliminating the Gap: Ensuring That All Students Learn. 17 April 1995.

- Minnesota House of Representatives Research Department. Jobs and Housing: Policy Options for Metropolitan Development. Background Report. February, 1994.
- Minnesota Minority Education Partnership. Democracy Through Agape: Community Voices on School Desegregation. Report to the Community. March 1996.
- Myers, Samuel L. and Tsze Chen. "Racial Discrimination in Housing Markets: Accounting from Credit Risk." Social Science Quarterly. September 1995.
- Nathan, Joe. "The Charter School Movement is Growing Because It's Working." Education Week. 19 February 1997: 31.
- Nyden, Philip, Michael Maly, and John Lukehart. The Emergence of Racially and Ethnically Diverse Urban Communities: A Case Study of Neighborhoods in Nine U.S. Cities. Paper presented at Fannie Mae Foundation Annual Housing Conference, June 1996.
- Olson, Ruth Anne, Karen Gray and Nora Hall. "Community Leaders' Views of Desegregation: What Is It For? Does It Work? Should It Be Part of the Future?" Hamline Journal of Public Law and Policy. Spring 1996: 231-270.
- Orfield, Gary. "Metropolitan School Desegregation Impacts on Metropolitan Society." Minnesota Law Review. April 1996: 825-873.
- Orfield, Myron. "Economic and Racial Polarization In Twin Cities Schools." Hamline Journal of Public Law and Policy. Spring 1996.
- powell, john a. "How Government Tax and Housing Policy Have Racially Segregated America," working paper. Institute on Race and Poverty, University of Minnesota Law School. 1996.
- powell, john a. "Is Racial Integration Essential to Achieving Quality Education for Low-Income Minority Students, In the Short Term? In the Long Term?" Poverty & Race. September/October 1996: 7-10.
- powell, john a. "Segregation and Educational Inadequacy in Twin Cities Public Schools." Hamline Journal of Public Law & Policy. Spring 1996: 337-402.
- Saint Paul Foundation. Lessons Learned: Supporting Diversity in Schools Through Family and Community Involvement. September, 1996.
- Schapiro, Dennis. "Looking For Justice In All the Wrong Places: Reflection on the End of the School Desegregation Era." Hamline Journal of Public Law and Policy. Spring 1996.
- Stahl, Joseph. Analyzing Impediments to Fair Housing Choice in Hennepin County, MN. Minnesota Fair Housing Center. 1995.
- Traub, James. "Can Separate Be Equal?" Harper's Magazine. June 1994.
- Urban Coalition. Statement from Citizen's League Communities of Color. 13 December 1996.
- Walters, Jonathan. "School Funding: Should Affluent Districts be Forced to Aid Poor Neighbors?" Congressional Quarterly Researcher. 27 August 1993: 747-762.
- Wells, Amy Stuart and Robert L. Crain. "Perpetuation Theory and the Long-Term Effects of School Desegregation." Review of Educational Research. Winter 1994: 531-555.
- Wilson, William Julius. "Work." The New York Times Magazine. 18 August 1996: 27-54.
- Woodson, Jr., Robert. Redeeming Troubled Lives and Communities. Minneapolis, MN: Center for the American Experiment. March 1996.

IF YOU WOULD LIKE MORE INFORMATION ABOUT THESE ISSUES,  
OR ABOUT THE COMMUNITY CIRCLES PROJECT, PLEASE CONTACT

DICK LITTLE, COORDINATOR  
THE EDUCATION AND HOUSING EQUITY PROJECT  
122 WEST FRANKLIN AVENUE, SUITE 320  
MINNEAPOLIS, MINNESOTA 55404

612-871-8980  
FAX 612-871-8984  
E-MAIL ADDRESS: [MICAH@MTN.ORG](mailto:MICAH@MTN.ORG)

**“COMMUNITY CHOICES”**  
**COMMUNITY CIRCLE INFORMATION REPORT**  
**SUMMARY ANALYSIS (Updated as of 9/9/97)**

To Community Circle Sponsor and Facilitator:

Purpose: To learn more about the *Beyond Busing* Community Circles, we are asking community circle sponsors and facilitators to *work together* to complete the following information report. This report will be used in the on-going evaluation of the project, in planning for future efforts, and to report results to funders and other stakeholders. Your input is critical. Thank you in advance for your assistance in these efforts !!! Please return the completed form by August 1, 1997.

• **BASIC INFORMATION**

Number of respondents: 26 (80 surveys mailed to Facilitators & Sponsors) 33% responded. \*  
 21 (84%) of 25 active Community Circles have returned survey.

<u>List of Community Circles Responding</u>	<u>Sponsor Organization(s)</u>	<u>Contact Person(s)</u>	<u>Facilitator(s)</u>	<u>Recorder(s)</u>
Hennepin County	Hennepin Co. Children&Family Svcs.	Ree Ah Bloedow* Brenda Louise*	Ree Ah Bloedow Brenda Louise	grp. Mems.
Sabathani Community Center	Sabathani Community Center	Art Serotoff*	Kristin Lund*	A. Serotoff/ K. Lund
Holy Trinity	Holy Trinity Lutheran/ Longfellow United for Youth&Families	Rev. Ron Johnson	Joy Nelson*	L. Meeks
Richfield Community Circle	Richfield Board of Education Richfield League of Women Voters City of Richfield	Supt. Barbara Devlin	Emily Day* Joan Helmsberger Margaret Severe Mary Supple*	M Supple
St. Paul	Jewish Community Center of St. Paul	Shelly Rottenberg*	Shelly Rottenberg Sunny Floum*	
Hopkins Community Study	Hopkins School District 270/ Hopkins Human Rights Commission	Diane Cowdery*	Nadine Knibb Wanda Phillips	D. Cowdery
South Central Minneapolis	St. Joan of Arc Parish / Southside Neighbor- hood Services	Rich Nymoen*	Mary Ann McCoy* Howard Kroll	H. Clap R. Nymoen
Waite Park	Waite Park Community Council& Community School	Ray Lewis*	Jerry Anderson Ray Lewis	
Seward Mathews Center Group	Minneapolis Schools	Scott Bol* Karima Bushnell*	Scott Bol Karima Bushnell	K. Bushnell
Southwest Area Roundtable	Minnesota's Talking Project	Syd Devin*	35 monthly moderators	C. Hall
Edina Community Circle	Edina Public Schools	Laura Tueting Nelson*	Laura Tueting Nelson	J. Deitte
Minnesota Fair Housing Center Study Circle	Minnesota Fair Housing Center	Charmaine Sprengelmeyer*	C. Sprengelmeyer E. Moriatis	C. Sprengelmeyer
Bayport Community Circle	Minneapolis Public Schools	Scott Bol*	Scott Bol	
Oakdale-Oak Terrace-St. Paul Community Circle	CommonBond Communities	Maire McMahon*	M. McMahon Kay Reis Theresa Davis	M. McMahon Howard Homa Kay Reis
Golden Valley Study Circle	Black History Committee of Golden Valley Golden Valley Human Rights Dept.	Walter Gray* Mary Anderson	Walter Gray	M. Anderson G. Sylvester
Edina Community B	First Universalist Church Metro Stability Task Force	Nancy Atchison*	Linda Alton Nancy Atchison	varied
University of Minnesota	The Newman Center, U. of M.	Rosemary Ruffenach*	R. Ruffenach	P. Ruddy
Minneapolis-North-Brooklyn Park-Brooklyn Center Study Circle (2 groups)	Ascension Catholic Church	Sylvia* & John Winkelman	J. Winkelman S. Winkelman Charles Nichols Jan Swanson	J. Braun I. Slator
Minneapolis-Greater Area-D	Greater Minneapolis Day Care Assoc.	Jan Herseth	Barbara Blackstone*	
St. Louis Park	City of St. Louis Park, School District	Bridget Gothberg*	Carol Johnson Gail Dorfman Jerry Timian	B. Gothberg

\*\* NOTE: (Additional surveys to be obtained from Community Circles in Maple Grove / Minnetonka / Twin Cities Tenants Union / Minneapolis-Ramsey Fine Arts)

**Number attended:**

42% (10) Sponsor Kick-off event (Dec. '96)  
75% (18) Facilitator Training (Feb. '97)  
75% (18) Macalester Forum (May '97)

**Number who used the discussion guide,**

**"Choices for Community"?**

71% (17) yes  
29% (7) no

**Location(s) of community circle:**

Rotating place	School Board Room	Hopkins School District Offices
St. Joan's Church	Seward Mathews Center	Pershing Park Neighborhood Center
Minnesota Fair Housing Center	Bayport People's Congregational Church	Oak Terrace Apts. - Oakdale
District Boardroom of Richfield Schools	Golden Valley City Hall	The Newman Center (U. of M.)
Greater Minneapolis Day Care Assoc.	Lenox Community Center	

**Meeting times of Community Circles:**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
13% (3)	21% (5)	21% (5)	17% (4)			4% (1)

Daytime (7AM - 4PM) 25% (6)  
Evening (5PM - 10PM) 50% (12)

Rotating times: 13% (3)

Over Meals: 4% (1)

**How many times did your community circle meet? \_\_\_\_\_**

Range: 1 - 7 meetings  
Median: 4.3 meetings

**How long was each meeting? \_\_\_\_\_**

Range: 1 - 3 hours  
Median: 1.93 hours

**How would you describe the attendance of participants? — *excellent* — *good* — *only fair* — *poor***

	(4)	(3)	(2)	(1)
# of respondents:	2	1	8	3

Range: "poor to excellent"  
Median: "fair to good" (2.6)

• **THE PARTICIPANTS**

**How many people participated in your community circle?**

Total: 276 participants Range: 3 - 25 participants Median: 11.5 participants

**How many participants were: men? 27% (74)**

women? 64% (176)

youth? 1% (3)

singles without children? 11% (29)

families? 25% (65)

single parent(s)? 11% (30)

seniors? 12% (31)

**How many in your community circle represented each of the following cultural groups?**

16% (45) African American

2% (5) Hispanic/Latino

1.5% (4) American Indian/Native American

61% (167) White/European

2.5% (7) Asian American

1.5% (4) Mixed Racial Background

8% (21) Don't Know

.8% (2) Liberian / Egyptian Moslem

Using your best judgment, please rate how diverse your group was according to the following categories?

	Very Diverse	Somewhat Diverse	Not Diverse	Have no idea		
Income Levels (ex. low, moderate, high)	1 (3)	(1)	2 (16)	3 (2)	4	Total: 45.5/22 Median: <u>2.1</u> "Somewhat (more) Diverse"
Political Affiliations (ex. DFL, Republican)	1 (1)		2 (9)	3 (4)	4 (8)	Total: 25/14 Median: <u>1.8</u> "Somewhat (less) Diverse"
Political Ideology (ex. Conservative, Liberal)	1 (1)		2 (9)	3 (7)	4 (5)	Total: 28/17 Median: <u>1.6</u> "Somewhat (less) Diverse"
Housing Situation (ex. home owner, renter)	1 (3)		2 (15)	3 (4)	4	Total: 43/22 Median: <u>2.0</u> "Somewhat Diverse"

What, if anything, do you know about the religious diversity of your group?

"None" "Nothing"

Protestant, Catholic, & unknown

Catholic, Protestant, Moslem

Diverse

No information

Nothing

No information; Did not come up.

Christian, Muslim, eclectic

Reflects the religious diversity of the population of SW Minneapolis. Probably includes a few agnostics, atheists, or what have you.

Jewish, Christian, and agnostic.

Some Congregationalists, some Bahai, eclectic ? others didn't say.

Christian; Jewish; possible other.

One of our members spoke of being Islamic. Others mentioned Christian churches.

None.

5 were Unitarian Universalist, others unknown.

All Catholic.

A number of St. Joan's Catholics, a number of other

Majority Catholic

Nothing

Do not know

Which neighborhoods/cities were represented in your community circle and how many people were from each neighborhood/city?

City	Neighborhood	Number of participants
Afton		1
Arden Hills		1
Bayport		3
Bloomington		2
Brooklyn Center		5
Brooklyn Park		6
Burnsville		1
Edina		24
Golden Valley		10
Hopkins		9
Lakeland		2
Lakeville		1
Maple Grove		1
Maplewood		1
Minneapolis	Central	27
Minneapolis	Hyland	4
Minneapolis	Kingfield	3
Minneapolis	Longfellow	10
Minneapolis	LynLake	2
Minneapolis	North	7
Minneapolis	Northeast	1
Minneapolis	Powderhorn	2
Minneapolis	Prospect Park	1
Minneapolis	Seward	1
Minneapolis	Seward, Field-Regina-Northrup	7
Minneapolis	South	9
Minneapolis	Southwest	12
Minneapolis	Waite Park	3
Minneapolis	Willard	3
New Brighton		1
New Hope		1
North St. Paul		1
North Suburb		1
Oak Park Heights		2
Oakdale		8
Other Suburbs		8
Plymouth		1
Richfield		18
Roseville		1
St. Louis Park		16
St. Paul		11
St. Paul	Highland	16
Stillwater		4
Unknown		4

Did participants seem to be satisfied with the dialogue process, or did they express dissatisfaction?

Total: 83% (20) of respondents indicated participants seemed satisfied; please explain:

“Discussion” – process without need to answer all the questions

We used the written guide as a starting place – facilitator rephrased information & presented it orally to get discussion going.

“The study circle was a perfect place for members of the motivation group to practice their leadership development skills. It gave the participants a chance to advocate for their own situation and possibly influence public policy that directly affects their lives. Members of the group were enthusiastic about their participation.”

When we listened to each other, and worked our way to agreements.

Wanted to come again.

Generally satisfied, but some frustration with circular process – just kept going over same material. Didn’t use discussion guide as effectively as needed to bring focus and closure to conversations.

Participants said they enjoyed the process / discussions.

Comments favorable; said “Enjoyed opportunity to discuss with others.”

The group was generally pleased to meet others of different ethnicities in a deep-level dialogue. There was strong group bonding.

Those that continue to seem satisfied with the process; a goodly percentage even enthusiastic about it.

Enjoyed the opportunity to talk and meet others.

Participation was enthusiastic and open.

Liked it, but wanted more guidance. The discussion guide would have helped. It wasn't finished until after we met several times.

Seemed satisfied that they were given a forum from which to be heard – Also felt they were discussing & having input on important subjects.

But did not show up regularly.

I was frustrated, as were others. The topic was too big, too vague & we did not have a roadmap through it.

Most said it was good way to meet others & figure out how they think on these issues.

Many were energized and enjoyed the process.

Really liked having an opportunity to talk about the issue.

The(y) felt it was important to discuss. Also felt like the Vision St. Louis Park Process has involved so many community members & moved us forward in a positive & open direction.

**Total: 25% (6) of respondents indicated that participants expressed dissatisfaction; please explain:**

When the member who tended to dominate with negativity, did so.

Poor attendance said due to other commitments, but may have been due to other issues??

1. Some wanted to “get down to business sooner” – (we did not have the study guide), while others wanted to process issues related to racism / prejudice (process vs. product conflict). Delay in Study Guide caused problems.

Relatively few; most dropouts are because of other commitments, lack of time, too far to come regularly, physical limitations, move out of area, gave birth to youngsters (several have returned as children get older), etc.

Some early in dialogue, most later, wanted to move to action yet were unclear how. Study materials came late.

Lack of study guide was difficult to build on at first.

They found the policy options too broad – difficult to get down to specifics.

Not enough time.

**What important comments did participants share with you about their discussions?**

Thought that integration of neighborhoods and schools was not the answer.

They chose to continue the group and discuss other matters of importance to them.

“This is a hard issue to have discussion on.”

“I shouldn't have talked as much as I did.”

Several wrote out comments expressing needed changes in housing & day care.

\* We have not met for this Format; Group is divided & new group will (would) have to be formed. We came out of a Community Conversation Format, but this isn't what they want to do.

The group resisted moving the conversation to more regional, metro-wide level. They wanted to stay focused on the Hopkins area & find solutions to local issues.

Never really talked about the discussion per se, but all agreed that such discussions, and prioritizing the needs of the community were important.

Amazement – to learn from others about their “take” on issues – safe environment, encouraged openness.

Did not meet – only 1 other person besides facilitator and I expressed interest in attending another meeting.

One person was amazed to see how she was being perceived – that her comments frightened some.

As regards racism, very, very few have indicated by their remarks or behavior that they are bigoted, that they condone intolerance or segregation or discrimination.

Would like to talk more with those who do not see need for social change & justice – or urgency. Felt like “preaching to the choir”.

Problems with educational system and racism.

Concern about lack of Racial Diversity in Schools & Community. Need more affordable housing in Washington County.

They said had concerns but needed more accurate reliable information about the current segregations and especially about the people directly in poverty.

They wanted to make sure something came of it – not just discussion without action.

??

Topic seemed almost too big to discuss adequately.

Some concerned about follow-up. Cynicism – “we've talked before and nothing much changes”.

See attached

• SUMMARY OF THE DISCUSSIONS

**Summary Report**

**a) What perspectives were well represented in your group?**

Home owners, middle-age, middle-class

Inner-City, low-income, African-American

Pro neighborhood school in general. Low income was somewhat represented. Property – owner & renter. School staff. African-American.

Most individuals come to the issues from a background of privilege. They were well able to articulate views about working harder to get ahead. Good advocacy on behalf of strengthening families.

All 3 perspectives presented in the discussion guide were part of our discussion, but larger system factors were addressed in less detail. Very diverse.

Libertarians, middle class America, wholistic community perspective, progressive liberal.

Generally a desire to participate in the democratic process, to be good citizens, to accept responsibility and to be open minded and fair in relations with others.

See report – middle class suburban people of good will who want to see justice, balance & opportunity for everyone.

The homeless and affordable housing advocates.

Social Justice liberal, Democrats / one Libertarian.

Middle class neighborhood concern for values and education.

See minutes (attached).

Our only agreement was that the issues were not mutually exclusive.

Group was mostly liberal, middle class, activist.

Liberal, social justice advocates.

Inner city, liberal

Inner city was very articulate. It was clear most lived where they lived by choice. Also strong “racial” views expressed.

Committed white folks wanting to create change.

Community leaders, cross-representation from neighborhood.

**b) Which perspectives were missing?**

Youth, elderly, suburbs, low-income

Middle class, affluent neighborhoods, Euro-Americans.

Racially, Asian & Hispanic.

The perspective of real poverty – especially generational poverty – was absent. We need to have more of the people affected be part of finding solutions.

In my opinion, people seemed hesitant to really confront the impact of residential segregation on our community, and the tension between suburban and urban areas re: housing issues, poverty issues.

None, really.

No seniors, no juveniles, few people of color, no mainstream conservatives

The younger participants tended to have short run perspectives; the older “senior” citizens took a longer view and not be as susceptible to being unduly swayed by today’s media event.

Low income people.

Representation from African American community was limited and representation from the Chicano/Latino, Southeast Asian, and Native American communities was not heard. English only study circles excluded entire groups of people from participating – groups conducted in Vietnamese, Hmong, Spanish, Somali, etc. would give an opportunity to non-English speaking people to participate.

People within these groups have diverse opinions as well.

Older Adults, youth, more people of color, Republicans.

No first hand information or experience of people in segregated poverty in majority of participants.

See minutes (attached).

?

No people of color. No low income.

Anyone who said “We achieved Edina, so can they.”

Conservative, enough minority input (only 1 or 2 meetings had minorities attending).

We didn’t spend a lot of time on Transportation other than to acknowledge its importance.

Those of people most affected.

Persons of color

**c) Did the discussions focus on the two central questions? Yes: 58% (14) No: 21% (5)**

As facilitator I kept trying to refocus to that. 1 member repeatedly talked about the renters’ disrespect for property & lack of gratitude from those in poverty.

Yes – housing & schools.

To some extent, but not enough. Our facilitators did not make full use of the Discussion Guide, which would have helped to maintain focus.

To some degree but not completely.

We focused on those topics. However it was generally realized that all social problems and issues are intertwined, so there was much overlapping – for example, income disparity, is affected by racism, lack of education, etc.

In general.

Some, as Facilitator, I directed the conversation to the Two questions, on a regular basis but group wasn't drawn to it.

Most on the first.

See minutes (attached).

No – Focused on first central question & decided to continue in the Fall to discuss Golden Valley.

No – they went everywhere but always participants spoke of their personal experiences & then generalized from it.

Pretty much – Education / Housing / Transportation – most on Education.

No

#### d) What were your own observations about the dialogue and group process?

Diverse group, some problems with domination of group.

The “3 perspectives” format was difficult for this group to get into. They did not read the material before hand and simply weren't too interested into exploring the issues in this way.

That I had trouble keeping 1 or 2 from dominating.

Group members were very tolerant and respectful of differing viewpoints. Facilitator did a good job laying out ground rules of discussions.

Remarkably free.

It (Discussion) often seemed redundant and not focused on central issues. Greater direction from facilitators would have helped keep it focused & more productive.

Would have benefited from more diversity and a greater commitment to attending each meeting, so that the “flow” was not so disrupted.

Worked well; exhilarating – Time flew !!

Dialogue was very lively and participants were engaged emotionally and intellectually. There was wide variety of viewpoints.

The process is sound. We especially like our group's emphasis on rotating the role of moderator and not having outside speakers as such. Our veteran members are pretty good at helping the moderator keep the discussion within bounds.

Difficult to get people engaged who are not already interested in social justice.

It was a productive night. By the end of the session, participants were talking more, addressing each other directly and relying on facilitators less.

This was not a very committed group; lack of Diversity; limited group momentum, enthusiasm.

Dialogue is a good process. There was some confusion due to multiple means of terms provided in materials.

Process was smooth, however, the dialogue was tempered sometimes, as if trying not to offend others.

As above the questions were too broad – no info on real ramifications – quotes were all opinions not facts.

I came away feeling rather helpless.

Once the concept & “rules” and dialogue were set out, people abided by them and had productive sessions.

It was exciting & meaningful – a fair amount of bonding occurred.

We had an articulate group who were well versed in issues.

Open & honest dialogue

#### e) What did members of the group say about their discussions?

Enjoyed, but frustrating.

By the 3<sup>rd</sup> session they were becoming more vocal & excited.

One member said he was grateful the facilitator didn't come across as having all the answers. One member expressed dissatisfaction that the same issues were discussed over & over again.

Enjoyed free expressions.

Engaged, but wondered where it would lead, who would listen ?

Not much in particular that I can remember.

Appreciated ground rules; begin & end times set & respected ... by ALL !!

There was consensus that we had very good discussions.

It isn't so much what they say; it's that they keep coming back.

They liked the opportunity to discuss. Some were nervous about political action, some were very anxious to take action.

Everyone committed to coming back to continue the conversation.

What will ...

They apparently wanted to participate but appeared frustrated at inability to reach solutions.

They seemed satisfied.

Overall, very positive. Some found confusing what we were trying to accomplish.

They were surprised at the degree of energy displayed once they got into it.

They liked having an opportunity to talk about these topics and wished others would too.

f) **What was the topic of the group's liveliest discussion?**

How corporations rule policies in America.

Probably any perspective brought forth that discounted the strength of their community.

Either the adequacy of schools to adequately educate all children, or a living wage, & affordable housing.

Available low cost housing and day care.

The notion that things are the way they are because of a careful plan to keep them that way – i.e. white privilege entitlement.

The newspaper report on the failure of Minneapolis/St. Paul's school system, and the problems with the area's educational system.

Housing & relation to neighborhood schools --.

Racism, responsibility for ancestors' behavior, individual responsibility.

Their were few topics that weren't "lively" – although that factor varied.

How to engage the broader community.

Schools would be required to implement year long life skills classes ... Our group felt that the Wilder School being constructed in St.

Paul's Frogtown area is an innovative idea.

Low income housing particularly Trailer Parks. Why LandFall Trailer Park is more community oriented than Cimmeron Trailer Pk.

The first session especially the vision of the future.

The effects of racism – some bristled at the use of the word "racism" and wanted to soften it by calling racism "prejudice" or something else.

"Why are you here?" "Why are you concerned about this?" The role of education – has it failed Kids of Color?

Realities & perceptions of urban vs. suburban schools.

Race and the effects of racism.

Limitations on what has been happening to improve things – lack of general knowledge.

If we needed to continue the community circles dialogue in the prescribed format or if we should adapt it.

g) **What were the areas of general agreement and consensus?**

Segregation and poverty impact families.

\* Community Schools \* Residents / parents need to organize & demand change. \* Schools are not preparing students for real life.

\* More jobs at livable wage needed in core city.

Housing - Personal accountability                      Education – Community responsibility    transport to suburbs.

Jobs must pay a living wage. More emphasis on community-building – getting to know one another – sharing resources. We haven't yet reached point in process where we've checked for consensus. Work still to be done.

Consensus in most broad areas; we really needed more diversity, especially across class/political lines, I felt.

Housing and neighborhood schools – needs were agreed as great.

The bulk of the people who attend more than one of our sessions would overwhelmingly be comfortable with the 4 points stated in your July 16<sup>th</sup> cover letter.

Need for region wide response. Need to move breast-beating about the past – issue into the future.

Age appropriate life skills classes and emphasis on education – to foster academic competition among schools. The school would become a source of community pride.

Need Affordable Housing in Washington County. Need Pilot Projects. Need TAX (incentive) for landlord breaks.

See attached (report).

(1) Areas of concern were not mutually exclusive. (2) Solving problems would take a lot of work & a long time. (3)

Resolution would come with public/private cooperation only. (See Summary Reports)

Belief in equal opportunity – need for improvements in education in Mpls., fear of Welfare "reforms".

People must be educated to be concerned. If the powers that be wanted something done, it would be.

Housing desegregation is necessary but should not necessarily be imposed from above.

They wanted good schools but didn't like busing. They preferred improving inner city schools.

Need to start with the kids and hang in there.

Agreed Vision SLP has moved us farther along than most communities. Also, we still had to work on involving the underrepresented.

h) **What were areas with little agreement or consensus?**

How to solve the problem? What the problem is.

- Very little disagreement - Slight split in whether affordable housing needs to be in central neighborhood or metro wide.

That the poor should be grateful for Welfare.

Specific ideas (details), such as whether or not the current emphasis on volunteerism is valid ...

Actual step by step solutions.

Little about individual liberties, regulations, role of government – all agreed that empowerment was key.

Precise next steps.

See attached (report) – solutions difficult to identify.

??

Specific actions to achieve policy goals.

What should be done.

Whether change will be effected best by enlightening people instead of by political action.

Busing.

None.

i) **What suggestions and recommendations came from the group about how individuals might better address the issue?**

Become active in the school system, your child, and classroom.

\* Be aware & get organized ! \*Get involved with schools. \* Neighborhood Watch / confront gangs.

Take responsibilities in all areas.

Show active concern for their neighbors i.e. mentoring, tutoring.

Be involved in Children's education, neighborhoods and in keeping government programs (e.g. schools) accountable.

Take as your own ways to take action – not wait for “others” to do it all.

See Attached Report.

Our group, especially those who now or have served on our Steering Committee, believe that the best approach to improve race relations is, on an individual one on one basis, with the white person first inviting minority persons to visit them and break bread on matters other than “race”.

Engage friends, neighbors, social contacts & organizations (like churches) in actions and service.

The community, parents, and educators would all play a role in insuring the success of the school and the students that attend.

Get involved. Get informed.

Sense of individual responsibility and sense of community.

See Summary Report.

Keep working on anti-racism. Learn more about necessary action to reverse the entrenched culture of separation & discrimination.

Individuals have a moral obligation to improve these conditions whether by direct service, increased personal responsibility, or political action.

Mentors & tutors for children needing help.

Waiting to schedule last meeting until convenor returns.

See Attached minutes. We went in a different direction.

j) **What suggestions and recommendations came from the group about how organizations or institutions might better address the issue?**

Accountability – more family and community friendly.

\* Offer more support / mentoring for parents of kids in school. \* Community Schools. \* Improved transit to jobs in suburbs.

1) Education resources be equitable, “relative to population need”. 2) Schools make parental involvement easier. 3) Institute peer parenting & support – unified families.

Set higher standards, be accountable, monitor government, ... \* Like the Community Forum, our group never quite got to recommendations.

Continue to meet & confer, in sessions like these -- & celebrate positive events!

See Attached Report.

No short answer available.

Dependent on the institution – dialogue between city council & school board planned.

The Wilder School will not only be a school, but a community center, social service center, and health care center: in effect the center of the community. Community members, parents, and educators will have a voice in the planning and a stake in the success of the school.

Need more dialogues and Education.

Some confidence in neighborhood councils.

See Summary Report.

They were submitted (see report).

Churches need to provide more services to poor minorities and become more politically involved to change things structurally.

More involvement from businesses.

See attached minutes. We went in a different direction.

k) **What suggestions and recommendations came from the group about how government might better address the issue?**

Accountability.

\* Restructure school system to serve community better. \* Create jobs with living wage. \* Free, low-cost day care / pre-school.

1) Enforcement of renter & landlord accountability. 2) More flexible housing codes for large families. 3) More affordable housing everywhere. 4) Encourage personal accountability. 5) Support NRP's. 6) More wide-spread transport. 7) Libraries open more evenings.

Improve education, offer employment. \* We agreed that the needs were so large, that it seemed much too difficult to make recommendations given our lack of time and depth/breath of needs.

These were not really addressed, other than need to have neighborhood schools established Now!!

See Attached Report.

No short answer available.

Begin the dialogue – make sure city council is aware of a social justice perspective and is supported by residents.

Issues identified – Exclusionary Zoning.

Tax breaks for low income Housing.

They had some confidence in local city action but almost none in metropolitan; little in State.

See Summary Report.

Want national basic income support. Welfare system that empowers people, provides training support for jobs that pay enough to live on.

They were submitted (see report).

Each municipality must be less exclusionary in its policies.

Increased funding for neighborhood centers and programs. Longer school hours – more teacher training.

See Attached minutes. We went in a different direction.

• EXPERIENCES OF FACILITATOR AND/OR SPONSOR

**Additional Comments (Please feel free to use additional sheets)**

a) **Did you have adequate support from your study circle's organizer, or not? Please explain:**

Yes: 35% (8) No: 22% (5)

Copying. Space & set up. Support costs.

I was the organizer --.

I was personally disappointed that I, as a student intern, was the only one able/willing to represent Hennepin County at the Forum. I and the other facilitator organized, coordinated and sought support for the Community Circle, with no more assistance / input or recognition from the Department's Director, or anyone "up there" than approval to use office conference rooms.

We are the organizers – this can only be answered by participants.

We have no one "organizer".

Yes – schools are very interested in these issues and superintendent is committed to desegregation and equity.

A question for participants.

As this is a work in progress, it's hard to determine what kind of support should have been expected. Sometimes felt as though we were all unorganized.

? Didn't really receive any – other than to make an announcement at Mass.

The material was slow getting to us.

Not enough commitment to get large enough group & then to commit to dates agreed on.

Don't know – wasn't involved in this part. Both Jerry Timian & Carol Johnson spoke highly of the coordination effort.

b) **Did you have adequate support from the project coordinator, or not? Please explain:**

Yes: 54% (13) No: 25% (6)

Answered calls.

Study circle organized too near the deadline for wrap-up. Not enough time to draw in people with other perspectives.

Identification of a facilitator was delayed, resulting in a false start & some loss of momentum / participation.

Mr. Little promptly answered phone calls, offered ideas for additional information, and seemed committed and enthusiastic. Yes, I felt adequately supported from him and appreciated as a facilitator. Info on how other groups went would help me better evaluate our group.

Good support overall.

We became aware of the Collaborative project very late in the game, and because of the long lead time of our scheduling we were unable to conform to the general collaborative format. But it was not for lack of support by the project coordinator.

Materials were very late, but assistance given when speaker needed was very helpful.

It was difficult organizing the study circle group with the date changes from the city wide forum/citizens summit and the editing of the manual.

Adequate.

Yes – even with time frames very tight.

Fair.

Generally yes. A little frustration resulted from constantly shifting time tables.

Yes! I think because we were among the earliest groups to start, the staff was feeling its way along but they tried to be helpful.

Didn't ask for more support.

Both Jerry Timian & Carol Johnson spoke highly of the coordination effort.

c) **What additional support would have been helpful?**

None.

To have matched this group with another group from a different neighborhood for more dialogue.

Having the study guide ready when indicated it would be.

More timely pairing of facilitators with groups & of distribution of discussion guide.

• Recognition, a thank you, a representative at the Forum, donuts ... any one of these would have been nice from project sponsor.

Good support received!

Sponsoring organization could have helped supply treats, provide clerical support, copies, etc.

We view this the other way – what can we do to support the overall aims of the Collaborative?

The group session at Macalester should have moved to solutions. Focus on problems only was not very helpful.

Recruiting participants was challenging. Low income persons had a difficult time with transportation expenses. It would have been nice to be able to provide a snack during the meetings – we were unable to do this because of our own budget constraints. Allocating money from the Study Circle Collaborative for such items as bus tokens, snacks, etc. would have been helpful.

More help recruiting participants & money for snacks and drinks.

The discussion guide sooner.

??

Some way through the issue. I didn't find the 3 perspectives helpful – far too narrow. The rewritten booklet (by Syl Jones) came after we had finished our discussions.

Perhaps verbal presentations by experts on the various perspectives.

Initial timelines were somewhat unrealistic which caused some early confusion.

Adding additional participants.

- d) **If you were to lead another study circle, what would you change (for example: discussion materials, overall organization of project, meeting site, your performance as discussion leader, etc.)?**

1) I'd try for better attendance (more members), & keep myself out of the discussion more. 2) I'd do child care a little differently.

1) Needed 4 meetings, only had time for 3. 2) Not so much background material but more group process material – questions, break-out groups, etc.

I would have recommended that facilitator follow discussion guide more closely.

I've never lead a discussion group before, and so felt very unsure of my facilitation abilities, particularly among this group of experienced professionals ... help with this. Also is there a way of randomly assigning interested group members to groups, for more diversity? Other help in recruiting diversity from one employment site / organization.

There was mention of a stipend for facilitators when we had our training – I would appreciate further consideration of this aspect of the overall organization of the project. Thank you --.

Would seek generational diversity, more support from sponsoring organization.

Not enough participation, yet, to provide a meaningful reply.

Expand participation.

There needs to be more diversity in the study circle groups.

More room for research assistance with Research on Group Questions that come up.

Have study guides ready on time, for groups – Have amore diverse group. – More lead time for starting a group & doing group reporting.

Timely – factual background material; we would need better data re policy options – more focused (specific) options for action.

I felt the organization was chaotic – every thing was last minute.

I would get a more firm commitment from participants for regular attendance.

More follow-up to work on implementing recommendations.

Set dates ahead of time, asking for commitment at beginning.

- e) **Other impressions, concerns and comments ...**

The meeting at Macalester ... meeting process was confusing to me. Overall I think the process was helpful and productive at the local level. The big trick is to ensure that something comes of this work so that it does effect policy. ...after the Macalester meeting, I must say that this last piece is in question in my mind. I look forward to participating in next steps that bring to a focus some of the policy issues.

General comments: The whole concept of a deliberation & proscribed format for discussing issues of vital, daily importance seemed new and, consequently, cumbersome to this group of mostly young, mostly poor, G.E.D. students. They were skeptical. The "3 perspectives" were dealt with in small groups. Only a few of the members could handle the discussions about the strengths and weaknesses of each perspective. It felt like a forced process without any chance for dialogue as our group fell quite definitely into the "strengthen the core" camp. Energetic discussions centered "naming the problem" and "finding solutions". Because there had been very little disagreement, the assignment to identify areas of agreement & disagreement fell flat. Felt like re-hash. Group wanted to put energy into thinking of ways to impact local schools before the next school year started. Probably not a bad choice. They are still meeting around that issue!

1) When we "merge" with another group now, would we co-facilitate? I'd much prefer that.

2) I wouldn't want to meet more than 2x/mo.

Concerned that only women would come and return – no men (except one we coerced).

We've had a good beginning, but we need to broaden the discussion to a wider geographic area & to include a broader set of stakeholders.

Thank you for giving me the opportunity to facilitate a Community Circles group – Hope to help out again in future.

Vital, interesting discussion; rich diversity of cultures & viewpoints made people want to come back. Excellent group bonding, affection.

The other delegate and myself were impressed with the overall quality of most of those, both other delegates and the leaders of the Macalester general forum.

Focus more on next steps. We have talked about inability to act for too many years with the same community leaders.

The participants at the city wide forum seemed to be predominately middle to upper middle class, middle aged, white people.

It would help to have more men and a more diverse group.

21 people signed up for discussion but could not find a common meeting time. Most were unwilling to commit to more than one meeting time of short duration: 2 – 3 hrs. These attended one or two meetings – No one attended all 4.

Narrow the topic !

It was great !!!

Do more integrated groups if possible.

**Participant Roster (Please include sponsor(s), facilitator(s), recorder(s) )**

Hennepin County

Holy Trinity

Hopkins Community Study Circle

---

Seward Mathews Center Group

Edina Community Circle

---

Minnesota Fair Housing Center Study Circle

Bayport Community Circle

---

Oakdale-Oak Terrace-St. Paul Community Circle

Richfield Community Circle

---

Golden Valley Study Circle

Edina Community B (First Universalist) Circle

---

University of Minnesota (Newman Center) Study Circle

Minneapolis-North-Brooklyn Park-Brooklyn Center / Ascension Church

Minneapolis Greater Area-D / Greater Minneapolis Day Care Association

St. Louis Park / City / Schools

# EDUCATION AND HOUSING EQUITY PROJECT

## COMMUNITY CIRCLE COLLABORATIVE

### FACT SHEET

#### WHAT?

The *Community Circle* groups have begun a conversation about race and class in America, and the Twin Cities area in particular. These groups are discussing the questions, “*How does racial and economic segregation of housing affect educational achievement and life opportunities of Twin Cities families and children?*” and “*What can or should we do, as individuals and as a community, to enhance the educational, housing and economic opportunities for all children in the Twin Cities area?*”

Each Community Circle is convened by a local sponsor group, and includes 5-15 participants moderated by a trained facilitator using a specially prepared *Discussion Guide*.

Each circle is as economically, racially, ethnically, politically and geographically as diverse as possible, or is paired with other circles to assure diversity of perspectives.

Each *Community Circle*:

- 1) Explores and discusses the extent of housing, job, and school segregation by both race and income in the Twin Cities area.
- 2) Discusses the factors that increase segregation and investigates our individual and collective responsibility.
- 3) Explores the relationship between housing and school segregation, and its implications for student achievement at all school levels, as well as for life opportunities (jobs, income, etc.).
- 4) Explores the effect on children and families of a society increasingly characterized by segregation and economic disparities.
- 5) Examines different policy choices and ideological perspectives for addressing inequity.
- 6) Strives to develop a shared vision of what citizens want their community to be like for their children's generation.

#### WHO?

The *Community Circles Collaborative* is a partnership of about 20 organizations, coordinated by the Education and Housing Equity Project, with funding from the Otto Bremer, Bush, and Cowles Media Foundations and in-kind support from various project partners. The Collaborative includes organizing, resource, funding and media partners (see other side), and provides facilitator training and preparation of the *Discussion Guide*.

Discussion groups have been formed by churches and synagogues, school districts, housing agencies, human rights commissions, cities, neighborhood groups, block clubs, and other community-based groups such as the League of Women Voters. Over 300 citizens have already engaged in *Community Circle* discussions.

#### WHY?

The *Community Circles* project brings together people with different backgrounds and perspectives to talk about a common theme: the impact of segregation – *particularly in housing, employment and transportation* – on education and alternative ways that the community and the public can address these impacts.

The partners have come together with a shared belief in the need for civil, informed dialogue and analysis – across political, geographic, economic and racial lines. Their intent is to build understanding and produce practical recommendations for actions that individuals, organizations, and policy makers can take with respect to difficult issues.

Some of the purposes and hoped-for outcomes of this dialogue include:

- 1) To begin an open, honest, and civil conversation about some of the most difficult but important issues facing our communities, and to develop new ways to talk about those issues.
- 2) To provide citizens an opportunity to get to know a cross-section of fellow community members and become more aware of differing ideas and perspectives.
- 3) To provide an opportunity for people to learn more about their own biases and prejudices and to honestly examine their own experiences and actions.
- 4) To explore more deeply what we truly believe about equality of opportunity.
- 5) To use public deliberation as a way to develop valuable ideas for future action on a local and regional basis, and to more clearly define both our individual and collective responsibilities for the future well-being of our community.
- 6) To find “common ground” among metropolitan citizens and develop an informed “public voice” to help guide public decision makers.
- 7) To identify and agree upon specific steps that can be taken at the personal, neighborhood, municipal, metropolitan and state policy levels.

#### WHERE?

Locations of the *Community Circles* are as diverse as the locations of the sponsoring organizations and the *Community Circle* participants. The sponsor is responsible for convening the first meeting. Times and places for subsequent meetings are determined by each *Community Circle* group and its facilitator and recorder.

## WHAT'S HAPPENED?

- December, 1995 – Present; Community Circle Collaborative and “Choices for Community” Project  
**Lead Partner:** Education and Housing Equity Project

### Organizing Partners:

Citizens League; City of Minneapolis, Office of Mayor; Institute on Race and Poverty; INTER-RACE, Augsburg College; Macalester College Department of Urban Studies; Metropolitan Interfaith Council on Affordable Housing; Minneapolis Initiative Against Racism; Minneapolis Public Schools; Minneapolis Neighborhood Revitalization Program; Minnesota Minority Education Partnership;

Minnesota Public Radio Civic Journalism Project; Minnesota Churches Anti-Racism Initiative of the Greater Minneapolis, Minnesota, and Saint Paul Area Councils of Churches; Minnesota Fair Housing Center; Minnesota Meeting; People's Institute - North Chapter; Southside Neighborhood Housing Services; Twin Cities Free-Net; Urban Coalition; West Metro Education Project

**Funding Partners:** Bremer Foundation; Bush Foundation; Center for Urban and Regional Affairs; Minneapolis Foundation; Saint Paul Foundation; Cowles Media Foundation; General Mills Foundation; Norwest Bank of Maple Grove; Greater Minneapolis Council of Churches

**National Partners:** Study Circles Resource Center; Kettering Foundation/National Issues Forum

- December 10, 1996; Community Circle Dialogue, “Beyond Busing” Kick-off – 100+ participants at St. Louis Park City Hall.
- February 15 & 20, 1997; Facilitator Training at Augsburg College – 85 volunteers participated in 4 hours of facilitator preparation for Community Circles.
- March – June, 1997; 25 Community Circles involving over 300 participants convened throughout the metro area.

**Sponsors included:** Ascension Catholic Church; Black History Committee of Golden Valley with the Golden Valley Chamber of Commerce, Golden Valley Human Rights Commission; and City of Golden Valley; Champlin Community Library; CommonBond Communities; Edina Human Relations Commission and Edina Public Schools; First Universalist Church of Minneapolis / Metro Stability Task Force; Greater Minneapolis Day Care Association; Hennepin County Children & Family Services; Holy Trinity Lutheran Church; Longfellow United for Youth & Families; Hopkins Human Rights Commission and Hopkins School District 270; Jewish Community Center of St. Paul; Maple Grove Community;

Minnesota Fair Housing Center with Phillips Neighborhood and Project Foundation; The Newman Center/University of Minnesota; Richfield Public Schools with the Richfield League of Women Voters and the Richfield Community Council; Sabathani Community Center; St. Joan of Arc Interfaith Action; St. Louis Park Public Schools with the City of St. Louis Park; Southside Neighborhood Housing Services; Southwest Area Roundtable / Fulton Neighborhood; Seward-Matthews Community Center and Minneapolis Community Education; Stillwater/Bayport Communities; Waite Park Community Council & Community School.

- May, 1997; Community Circle Discussion Guide *Choices for Community* and Resource Bibliography printed and distributed.
- May 29, 1997; “Coming Together” Forum – 154 registered representatives from Community Circles and invited guests participated at Macalester College in a regional dialogue addressing the challenges of education, housing and segregation in the metro area.
- June, 1997; Resource Bibliography expanded.
- July - August, 1997; Community Circle Survey & Summary Reports compiled and Summary Analysis prepared.

## WHAT'S NEXT?

- September and October, 1997; Renew existing collaborative partnerships and recruit committed and new Sponsors for Round II of Community Circle Discussions; convene a “Blue Ribbon” Committee to review the efforts of Round I and advise Community Circle Collaborative on efforts for Round II Discussions.
- October, 1997; Complete & distribute Report of Round I Community Circle Discussions; Blue Ribbon Committee assists Collaborative in making Round II more “action / solution” oriented. Discussion Guide revised where necessary.
- November, 1997; Round II Kick-off Events
- December, 1997 – February, 1998; Community Circle Deliberations Round II.
- February, 1998; Compile Reports form Round II Community Circle Discussions.
- March, 1998; Citizens Summit with Minnesota Meeting and Minnesota Public Radio.
- Results of Round I and II will be used to guide the NAACP mediation process, the Minnesota Milestones for the Twin Cities metropolitan area, the Holman settlement, and the work of the Minnesota State Legislature and State Board of Education.

### A Word from the Project Coordinator ...

Please contact us if you have any questions or if you need additional information. We look forward to supporting you in implementing the Twin Cities region's most ambitious citizen dialogue to date.

*Dick Little, Coordinator*

*Community Circle Collaborative / Education and Housing Equity Project*

*122 West Franklin Avenue, #310, Minneapolis, MN 55404*

*Phone (612) 871-8980; Fax: (612) 871-8984*

**EDUCATION AND HOUSING EQUITY PROJECT  
COMMUNITY CIRCLE COLLABORATIVE**

**122 W. Franklin Ave., Suite 320  
Minneapolis, MN 55404**

**Memorandum**

**Date:** July 16, 1997

**To:** Community Circle Sponsors and Facilitators

**From:** Dick Little, Coordinator *RL*

**Subject:** Community Circles Update and Request for Information  
*Please Respond by Friday, August 1st*

Let me begin by thanking all the participants of the forum held at Macalester College on May 29<sup>th</sup>. Responses from participants at the close of the forum indicated an overwhelming commitment to continue, expand and further focus the Community Circle conversations begun this spring. At the forum we had a rich conversation about segregation and race in the Twin Cities metropolitan area. Many backgrounds and perspectives were represented; the conversation was civil but honest --- as one participant noted, "We got past Minnesota Nice." Although the conversation did not result in agreements on specific recommendations and solutions, there was broad consensus on the following points:

1. That we are not satisfied with the way the education system and segregated housing patterns exist today;
2. That those most adversely affected are communities of color and people with low incomes;
3. That moving toward more open, inclusive communities, neighborhoods and schools in our metropolitan area is in the interest of all Twin Cities area citizens;
4. That an extensive effort aimed at public and citizen education will be essential to changing attitudes, behaviors, policies and practices that result in closed and exclusive communities.

The challenge now is to move beyond discussion of problems and generalities and to develop specific and meaningful solutions and action agendas that everyone can work on.

Based on the resounding response received at the Macalester Forum, we are moving ahead on a second round of discussions and action this fall. The Citizens' Summit that was announced for this summer has been rescheduled and will be incorporated into the second round of Community Circle events to be held this fall. Financial support from the Minneapolis and Saint Paul Foundations and program commitments from the Minnesota Meeting and Minnesota Public Radio assure that this forum will occur, most likely in November. Like the Macalester Forum, the Citizens Summit will be held toward the conclusion of the Community Circle conversations.

A kick-off event (or events) for starting the fall round of Community Circles will be held in September. **Please reserve the evening of Tuesday, September 23<sup>rd</sup>** – more information to follow – and pass this date on to participants of your community circle.

This second round of the Community Circles project will build on the lessons learned this spring. To help assure this, we need your input. To help plan the fall round, we ask that each of you who convened or moderated a community circle this spring submit the following information:

1. **A roster of participants in your Community Circle(s).** All circles were instructed to maintain a record of participants in their group, so this should be an easy request to fulfill. A form is enclosed for your use if you do not already have a roster.
2. **A written report, or record, of your Circle's conversation.** This expectation was communicated at the facilitator training seminars and in the Conversation Guide. Many of you submitted a brief synopsis of the major issues, findings, conclusions and recommendations emerging from your discussions for use in preparing for the Macalester Forum. If this was your group's accepted report, you need not send it again. If you have not organized your material into a report, please feel free to use your responses to the enclosed survey (questions #16 – 19) as your group's report. We plan to synthesize the reports into a common report for distribution and use in the second round. Other suggestions for the use of your report are welcome.
3. **A completed response to the enclosed survey/questionnaire, "Community Choices" Community Circle Information Report.** This information will be used to make needed improvements and revisions to the second round. Any additional comments, beyond the scope of the questionnaire, would be appreciated. If you feel strongly that a focus group be convened to capture additional 'feedback', please let us know. Your observations and suggestions are critical to the project's future success.

The sponsor representative, facilitator(s) and observer/recorder for each circle are requested to coordinate their circle's response to this request. You are welcome to survey members of your circle in preparing your response; however, we request that you **return your response quickly (within two weeks – by Friday, August 1st)**. We suspect that many of your groups already reflected on the circle experience as part of their conversations.

We are also asking all facilitators and sponsors, whether or not you convened or moderated a community circle this spring, to **indicate your willingness to convene or moderate a community circle this fall and to recommend potential new sponsors and facilitators**. Please contact us at **871-8980 (tel), 871-8984 (fax) or [micah@mtn.org](mailto:micah@mtn.org) (e-mail)**, or include this information with your survey response.

Thank you in advance for your response and submission of information requested. Your hard work and initiative is an important part of the effort for our children and our community's future.

RCL  
Attachments

# A partial list of participants in the Community Circle Project

## Participating Communities

Arden Hills  
Bayport/Stillwater  
Brooklyn Park  
Brooklyn Center  
Burnsville  
Champlin  
Eagan  
Eden Prairie  
Edina  
Golden Valley  
Hopkins  
Maple Grove  
Minneapolis  
Minnetonka  
Oakdale  
Richfield  
St. Louis Park  
St. Paul  
West St. Paul  
Woodbury

## Participating Organizations

Ascension Catholic Church  
Bahai Faith Community  
Cathedral of St. Mark  
Central Neighborhood Improvement Association  
Church of St. John Neuman  
CommonBond Communities  
Edina Human Relations Commission  
Edina Public Schools  
First Congregational Church  
First Universalist Church, Minneapolis  
Golden Valley Chamber of Commerce  
Golden Valley Black History Month Committee  
Greater Minneapolis Day Care Association  
Hennepin County Anti-Violence Initiative  
Hennepin County Childrens and Family Services  
Hiawatha/Blaisdell YMCA  
Holy Trinity Lutheran Church  
Hopkins School District  
Jewish Community Action  
Jewish Community Center of St. Paul  
Longfellow United for Youth and Families  
Minneapolis Urban League  
Minnesota Fair Housing Center  
Minnesota Tenants Union

MRA Twin Cities  
Newman Center, University of Minnesota  
Presbyterian Church of the Apostles  
Project Foundation, Inc.  
Ramsey International Fine Arts School  
Richfield Community Council  
Richfield League of Women Voters  
Richfield Public Schools  
St. David's School for Child Development  
St. Cecelia's Catholic Church  
St. Joan of Arc Parish  
St. Louis Park Public Schools  
Sabathani Community Center  
Self-Sufficiency Center  
Seward School/Mathews Community Center  
Southside Neighborhood Housing Services  
Southwest Roundtable  
Twin Cities Habitat for Humanity  
University of St. Thomas  
United Way of Minneapolis Area  
Waite Park Community Council  
Waite Park Community School  
Whittier Alliance

## Community Circle Partners

Citizens League  
City of Minneapolis, Office of the Mayor  
Education and Housing Equity Project  
Institute on Race and Poverty, University of MN  
INTER-RACE, Augsburg College  
Kettering Foundation/National Issues Forum  
Macalester College Department of Urban Studies  
Metropolitan Interfaith Council on Affordable Housing  
Minneapolis Initiative Against Racism  
Minneapolis Public Schools  
Minneapolis Neighborhood Revitalization Program  
Minnesota Minority Education Partnership  
Minnesota Public Radio Civic Journalism Project  
Minnesota Churches Anti-Racism Initiative of the Greater Minneapolis, Minnesota and St. Paul Area Councils of Churches  
Minnesota Facilitators Network  
Minnesota Fair Housing Center  
Minnesota Meeting  
People's Institute—North  
Southside Neighborhood Housing Services  
Study Circles Resource Center  
Twin Cities Free-Net  
Urban Coalition  
West Metro Education Project

**EDUCATION AND HOUSING EQUITY PROJECT**  
**COMMUNITY CIRCLE COLLABORATIVE**  
122 W. Franklin Ave., Suite 320  
Minneapolis, MN 55404

**Memorandum**

**Date:** July 16, 1997

**To:** Community Circle Sponsors and Facilitators

**From:** Dick Little, Coordinator

**Subject:** Community Circles Update and Request for Information  
*Please Respond by Friday, August 1st*

Let me begin by thanking all the participants of the forum held at Macalester College on May 29<sup>th</sup>. Responses from participants at the close of the forum indicated an overwhelming commitment to continue, expand and further focus the Community Circle conversations begun this spring. At the forum we had a rich conversation about segregation and race in the Twin Cities metropolitan area. Many backgrounds and perspectives were represented; the conversation was civil but honest --- as one participant noted, "We got past Minnesota Nice." Although the conversation did not result in agreements on specific recommendations and solutions, there was broad consensus on the following points:

1. That we are not satisfied with the way the education system and segregated housing patterns exist today;
2. That those most adversely affected are communities of color and people with low incomes;
3. That moving toward more open, inclusive communities, neighborhoods and schools in our metropolitan area is in the interest of all Twin Cities area citizens;
4. That an extensive effort aimed at public and citizen education will be essential to changing attitudes, behaviors, policies and practices that result in closed and exclusive communities.

The challenge now is to move beyond discussion of problems and generalities and to develop specific and meaningful solutions and action agendas that everyone can work on.

Based on the resounding response received at the Macalester Forum, we are moving ahead on a second round of discussions and action this fall. The Citizens' Summit that was announced for this summer has been rescheduled and will be incorporated into the second round of Community Circle events to be held this fall. Financial support from the Minneapolis and Saint Paul Foundations and program commitments from the Minnesota Meeting and Minnesota Public Radio assure that this forum will occur, most likely in November. Like the Macalester Forum, the Citizens Summit will be held toward the conclusion of the Community Circle conversations.

A kick-off event (or events) for starting the fall round of Community Circles will be held in September. **Please reserve the evening of Tuesday, September 23<sup>rd</sup>** – more information to follow – and pass this date on to participants of your community circle.

This second round of the Community Circles project will build on the lessons learned this spring. To help assure this, we need your input. To help plan the fall round, we ask that each of you who convened or moderated a community circle this spring submit the following information:

1. **A roster of participants in your Community Circle(s).** All circles were instructed to maintain a record of participants in their group, so this should be an easy request to fulfill. A form is enclosed for your use if you do not already have a roster.
2. **A written report, or record, of your Circle's conversation.** This expectation was communicated at the facilitator training seminars and in the Conversation Guide. Many of you submitted a brief synopsis of the major issues, findings, conclusions and recommendations emerging from your discussions for use in preparing for the Macalester Forum. If this was your group's accepted report, you need not send it again. If you have not organized your material into a report, please feel free to use your responses to the enclosed survey (questions #16 – 19) as your group's report. We plan to synthesize the reports into a common report for distribution and use in the second round. Other suggestions for the use of your report are welcome.
3. **A completed response to the enclosed survey/questionnaire, "Community Choices" Community Circle Information Report.** This information will be used to make needed improvements and revisions to the second round. Any additional comments, beyond the scope of the questionnaire, would be appreciated. If you feel strongly that a focus group be convened to capture additional 'feedback', please let us know. Your observations and suggestions are critical to the project's future success.

The sponsor representative, facilitator(s) and observer/recorder for each circle are requested to coordinate their circle's response to this request. You are welcome to survey members of your circle in preparing your response; however, we request that you **return your response quickly (within two weeks – by Friday, August 1st)**. We suspect that many of your groups already reflected on the circle experience as part of their conversations.

We are also asking all facilitators and sponsors, whether or not you convened or moderated a community circle this spring, to **indicate your willingness to convene or moderate a community circle this fall and to recommend potential new sponsors and facilitators**. Please contact us at **871-8980 (tel), 871-8984 (fax) or [micah@mtn.org](mailto:micah@mtn.org) (e-mail)**, or include this information with your survey response.

Thank you in advance for your response and submission of information requested. Your hard work and initiative is an important part of the effort for our children and our community's future.

RCL  
Attachments

# "COMMUNITY CHOICES" COMMUNITY CIRCLE INFORMATION REPORT

Community Circle Sponsor and Facilitator:

To learn more about the *Beyond Busing* Community Circles, we are asking community circle sponsors and facilitators to *work together* to complete the following information report. This report will be used in the on-going evaluation of the project, in planning for future efforts, and to report results to funders and other stakeholders. Your input is critical. Thank you in advance for your assistance in these efforts !!!

**ENCLOSED IS A SELF-ADDRESSED STAMPED ENVELOPE.**

Please return the completed form by August 1, 1997 to:

Dick Little, Coordinator, Education and Housing Equity Project, #320  
122 West Franklin Ave, Minneapolis, MN 55404

• **BASIC INFORMATION**

Name of your Community Circle (e.g. geographic, organizational designation/affiliation) \_\_\_\_\_

- |  |   |
|--|---|
| 1. Sponsor Organization(s)<br>_____<br>_____   | 3. Facilitator Name(s)<br>_____<br>_____  |
| 2. Contact Person(s)<br>_____<br>_____   | 4. Recorder Name(s)<br>_____<br>_____   |
| 5. Did you attend:<br>___ Sponsor Kick-off event (Dec. '96)<br>___ Facilitator Training (Feb. '97)<br>___ Macalester Forum (May '97) | 6. Did you use the discussion guide,<br>"Choices for Community"?<br>___ yes<br>___ no |
7. Where and when (day of week and time) did your community circle meet? \_\_\_\_\_
8. How many times did your community circle meet? \_\_\_\_\_ How long was each meeting? \_\_\_\_\_
9. How would you describe the attendance of participants? \_\_\_ *excellent* \_\_\_ *good* \_\_\_ *only fair* \_\_\_ *poor*

• **THE PARTICIPANTS**

10. How many people participated in your community circle? \_\_\_\_\_
11. How many participants were men? \_\_\_\_\_ women? \_\_\_\_\_ youth? \_\_\_\_\_  
    singles without children? \_\_\_\_\_ families? \_\_\_\_\_ single parent(s)? \_\_\_\_\_ seniors? \_\_\_\_\_
12. How many in your community circle represented each of the following cultural groups?
- |                                       |                               |
|---------------------------------------|-------------------------------|
| _____ African American                | _____ Hispanic/Latino         |
| _____ American Indian/Native American | _____ White/European          |
| _____ Asian American                  | _____ Mixed Racial Background |
| _____ Don't Know                      |                               |

(see other side)

13. Which neighborhoods/cities were represented in your community circle and how many people were from each neighborhood/city?

City	Neighborhood	Number of participants
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

14. Using your best judgment, please rate how diverse your group was according to the following categories?

	Very Diverse	Somewhat Diverse	Not Diverse	Have no idea
Income Levels (ex. low, moderate, high)	1	2	3	4
Political Affiliations (ex. DFL, Republican)	1	2	3	4
Political Ideology (ex. Conservative, Liberal)	1	2	3	4
Housing Situation (ex. home owner, renter)	1	2	3	4

15. What, if anything, do you know about the religious diversity of your group?

16. Did participants seem to be satisfied with the dialogue process, or did they express dissatisfaction?  
\_\_ participants seemed satisfied; please explain:

\_\_ participants expressed dissatisfaction; please explain:

17. What important comments did participants share with you about their discussions?

• SUMMARY OF THE DISCUSSIONS

18. Summary Report

a) What perspectives were well represented in your group?

b) Which perspectives were missing?

c) Did the discussions focus on the two central questions?

(3)

- d) What were your own observations about the dialogue and group process?
- e) What did members of the group say about their discussions?
- f) What was the topic of the group's liveliest discussion?
- g) What were the areas of general agreement and consensus?
- h) What were areas with little agreement or consensus?
- i) What suggestions and recommendations came from the group about how individuals might better address the issue?
- j) What suggestions and recommendations came from the group about how organizations or institutions might better address the issue?
- k) What suggestions and recommendations came from the group about how government might better address the issue?

• **EXPERIENCES OF FACILITATOR AND/OR SPONSOR**

19. Additional Comments (Please feel free to use additional sheets)

- a) Did you have adequate support from your study circle's organizer, or not? Please explain:
- b) Did you have adequate support from the project coordinator, or not? Please explain:
- c) What additional support would have been helpful?
- d) If you were to lead another study circle, what would you change (for example: discussion materials, overall organization of project, meeting site, your performance as discussion leader, etc.)?
- e) Other impressions, concerns and comments ...

(see other side)



LoAnn Crepeau  
3517 Siens Ct  
Arden Hills MN 55112

Rev Stephen VanKuiken  
701 E 130th St  
Burnsville MN 55337

Margaret Gillespie  
8351 Elm Creek Blvd  
Maple Grove MN 55369

Barb Baker  
4030 Pilot Knob Road  
Eagan MN 55122-1898

Jean Harris  
8080 Mitchell Rd  
Eden Prairie MN 55344

Laura Tueting Nelson  
5701 Normandale Rd  
Edina MN 55424

Nancy Atchison  
6212 Warren Ave  
Edina MN 55439

Mary Anderson  
3030 Scott Ave N  
Golden Valley MN 55422

Reeah Bloedow  
525 Portland Ave S, Mail Code 956  
Mpls. MN 55415

Brenda Louise  
525 Portland Ave S, Mail Code 959  
Mpls. MN 55415

JoAnn Smith  
525 Portland Ave S  
Mpls. MN 55415

Charlene Higginbotham  
Sabathani Communi8ty Center  
310 38th St, Suite 209  
Mpls. MN 55409-1464

Diane Cowdery  
1001 Highway 7  
Hopkins MN 55305

Jim Genellia  
1010 1st St S  
Hopkins MN 55343

Mary Helen Amery  
1804 Ulysses St NE  
Maple Grove MN 55418

Jim Jacobson  
519 Oak Grove St  
Mpls. MN 55403

Rev Joel Gibson  
519 Oak Grove St  
Mpls. MN 55403

Lois Hamilton  
492 Montrose Lane  
St. Paul MN 55116

Rich Nymoen  
4613 Cedar Ave S  
Mpls. MN 55407

Jan Herseth  
1628 Elliott Ave S  
Mpls. MN 55404

Deb Swenson-Klatt  
1628 Elliott Ave S  
Mpls. MN 55404

Cheryl Morgan Spencer  
411 E. 38th St  
Mpls. MN 55409

Victoria Amaris  
404 South 8th St  
Mpls. MN 55404

Cathy Tilson  
404 South 8th St  
Mpls. MN 55404

Barbara Jones  
YMCA-Blaisdell Branch  
3335 Blaisdell Ave S  
Mpls. MN 55408

Ronald K. Johnson  
3240 33rd Ave S  
Mpls. MN 55406

Joy Nelson  
3240 33rd Ave S  
Mpls. MN 55406

Molly Schlaefer  
3240 33rd Ave S  
Mpls. MN 55406

Ray Lewis  
3335 Garfield St. NE  
Mpls. MN 55418

Ray Aponte  
3335 Garfield St NE  
Mpls. MN 55418

Sylvia Winkelman, & John Winkelman  
1723 Bryant Ave N  
Mpls. MN 55411

Charmaine Sprengelmeyer  
2414 Park Ave S, Suite 191  
Mpls. MN 55404

Elizabeth Moraitis  
2414 Park Ave S, Suite 191  
Mpls. MN 55404

Eve Parker  
2191 Commonwealth Ave  
St. Paul MN 55108

Scott Bol  
2309 28th Ave S  
Mpls. MN 55406

Lynelle Sherrie  
2309 28th Ave S  
Mpls. MN 55406

Maureen Helgimo Whiterabbit  
All Nations Church  
1515 East 23<sup>rd</sup> St  
Mpls. MN 55404

Nancy Smith  
2610 University Ave W, Suite 201  
St. Paul MN 55114

Hal Clapp  
3137 Chicago Ave S.  
Mpls. MN 55407-1532

Mickey Fulton  
34051/2 Nicollett Ave S  
Mpls. MN 55408

Art Serotoff  
310 E 38th St, Rm 200  
Mpls. MN 55409

Jana Metge  
310 East 38th St., Rm 223  
Mpls. MN 55409

Bill McElligott  
3824 30th Ave S  
Mpls. MN 55403

Steve Dickenson  
1885 University Ave W, #70  
St. Paul MN 55104

Sydney Devin  
5109 Russell Ave S  
Mpls. MN 55410

Scott Harman  
3395 Plymouth Rd  
Minnetonka MN 55305

Maire McMahon  
CommonBond Communities  
328 W Kellogg Blvd  
St. Paul MN 55102

Dr. Barbara S. Devlin  
7001 Harriet Ave S  
Mpls. MN 55423

Saira Alimohamed  
5720 Villa Dr  
Shoreview MN 55126

Gayle Geber  
2357 Bayless Place  
St. Paul MN 55114

Jerry Timian  
4115 Raleigh Ave S  
St. Louis Park MN 55416

Gail Dorfman  
City Hall, 5005 Minnetonka Blvd.  
St. Louis Park MN 55416

Carol Johnson  
6425 West 33rd St  
St. Louis Park MN 55426

Frank Hornstein  
4344 Drew Ave S  
Mpls. MN 55410

Linda Garrett-Johnson  
689 Ottawa Ave  
St. Paul MN 55107

Rochelle "Shelly" Rottenberg  
2449 Humbolt Ave S  
Mpls. MN 55405

David Sterling  
749 Hawthorn Ave E  
St. Paul MN 55106

Scott Bol  
15417 56<sup>th</sup> St  
Oak Park Heights, MN 55082

Drew Stanislaw  
3001 4th St SE  
Mpls. MN 55414

Kirk Hill  
Minnesota Tenants Union  
610 West 28th St  
Mpls. MN 55408

Rosemary Ruffenach  
1381 10<sup>th</sup> St NW, #302  
Mpls. MN 55112

Maire McMahon  
CommonBond Communities  
328 W Kellogg Blvd  
St. Paul MN 55102

Mary Roehrdanz  
Franklin National Bank, 2100 Blaisdell Ave  
Mpls. MN 55404

Kim Sullivan  
7132 Whippoorwill LN  
Lino Lakes MN 55014-1945

Margaret Gillespie  
8351 Elm Creek Blvd  
Maple Grove MN 55369

Barb Baker  
4030 Pilot Knob Road  
Eagan MN 55122-1898

Laura Tueting Nelson  
5701 Normandale Rd  
Edina MN 55424

Nancy Atchison  
6512 Warren Ave  
Edina MN 55439

Hope Melton  
4307 Oakdale Ave S  
Edina MN 55424

Walter Gray  
6500 City West Pkwy, Suite 100  
Eden Prairie MN 55344

Reeah Bloedow  
525 Portland Ave S  
Mpls. MN 55415

Brenda Louise  
525 Portland Ave S  
Mpls. MN 55415

Wanda Phillips  
1600 East Lake St  
Mpls. MN 55407

Harriet Ferestad  
Parkers Lake 1840 D Terrace View Lane  
Plymouth MN 55447

Jim Jacobson  
519 Oak Grove St  
Mpls. MN 55403

Linda Alton  
3202 Harriet Ave S  
Mpls. MN 55408

Nancy Atchison  
6512 Warren Ave  
Edina MN 55439

Mary Ann McCoy  
2312 Lake Place  
Mpls. MN 55405-2472

Howard Kroll  
3252 Pleasant Ave  
Mpls. MN 55408

Barbara Blackstone  
340 Centennial Office Building  
St. Paul MN 55155

Joy Nelson  
2730 East 31st St  
Mpls. MN 55406

Molly Schlaefer  
3207 37th Ave S  
Mpls. MN 55406

Ray Lewis  
3335 Garfield St. NE  
Mpls. MN 55418

Sylvia Winkelman  
& John Winkleman  
6337 Orchard Ave N  
Brooklyn Center MN 55429

Charles Nichols  
4812 Lakeview Ave N  
Brooklyn Center MN 55429

Charmaine Sprengelmeyer  
2700 Dupont Ave S  
Mpls. MN 55404

Elizabeth Moraitis  
2414 Park Ave S  
Mpls. MN 55404

Eve Parker  
134 Arthur St SE  
Mpls. MN 55414

Scott Bol  
2309 28th Ave S  
Mpls. MN 55406

Karima Bushnell  
4604 Columbus Ave S  
Mpls. MN 55407

Janice McKinnie  
121 Washington Ave S, #606  
Mpls. MN 55401

Hal Clapp  
3137 Chicago Ave S.  
Mpls. MN 55407-1532

Nadine Knibb  
3137 Chicago Ave S  
Mpls. MN 55407-1532

Kristen Lund  
1700 Portland Ave  
St. Paul MN 55104

Scott Harman  
3395 Plymouth Rd  
Minnetonka MN 55305

Theresa Davis  
771 Aurora Ave  
St. Paul MN 55104

Maragaret Severe  
7420 Sheridan Ave  
Richfield MN 55423

Mary Supple  
5450 34th Ave S, #303  
Mpls. MN 55417

Emily Day  
7340 Clinton Ave  
Richfield MN 55423

Saira Alimohamed  
5720 Villa Dr  
Shoreview MN 55416

Linda Garrett-Johnson  
689 Ottawa Ave  
St. Paul MN 55107

Rochelle Rottenberg  
2449 Humbolt Ave S  
Mpls. MN 55405

Sunny Floum  
400 Groveland Ave, #1011  
Mpls. MN 55403

Scott Bol  
15417 56<sup>th</sup> St  
Oak Park Heights, MN 55082

Drew Stanislaw  
3001 4th St SE  
Mpls. MN 55414

Rosemary Ruffenach  
1381 10th St NW #302  
New Brighton MN 55112

Mary Lange  
79 Western Ave N #201  
St. Paul MN 55102

**“COMMUNITY CHOICES”  
COMMUNITY CIRCLE INFORMATION REPORT  
SUMMARY ANALYSIS**

To Community Circle Sponsor and Facilitator:

**Purpose:**  
To learn more about the *Beyond Busing* Community Circles, we are asking community circle sponsors and facilitators to *work together* to complete the following information report. This report will be used in the on-going evaluation of the project, in planning for future efforts, and to report results to funders and other stakeholders. Your input is critical. Thank you in advance for your assistance in these efforts !!! Please return the completed form by August 1, 1997.

• **BASIC INFORMATION**

Number of respondents:

List of Community Circles Responding	Sponsor Organization(s)	Contact Person(s)	Facilitator(s)	Recorder(s)
--------------------------------------	-------------------------	-------------------	----------------	-------------

Number attended:

- Sponsor Kick-off event (Dec. '96)
- Facilitator Training (Feb. '97)
- Macalester Forum (May '97)

Number who used the discussion guide,  
“Choices for Community”?  
 yes  
 no

Meeting times of Community Circles:    Monday    Tuesday    Wednesday    Thursday    Friday    Saturday    Sunday  
Daytime (7AM – 4PM)  
Evening (5PM – 10PM)

How many times did your community circle meet? \_\_\_\_\_  
Range  
Median

How long was each meeting? \_\_\_\_\_  
Range  
Median

How would you describe the attendance of participants?     excellent     good     only fair     poor  
Range  
Median

• **THE PARTICIPANTS**

How many people participated in your community circle? \_\_\_\_\_ Total: \_\_\_\_\_ Range: \_\_\_\_\_ Median: \_\_\_\_\_

How many participants were: men? \_\_\_\_\_ women? \_\_\_\_\_ youth? \_\_\_\_\_  
singles without children? \_\_\_\_\_ families? \_\_\_\_\_ single parent(s)? \_\_\_\_\_ seniors? \_\_\_\_\_

How many in your community circle represented each of the following cultural groups?

- |                                       |                               |
|---------------------------------------|-------------------------------|
| _____ African American                | _____ Hispanic/Latino         |
| _____ American Indian/Native American | _____ White/European          |
| _____ Asian American                  | _____ Mixed Racial Background |
| _____ Don't Know                      |                               |

Which neighborhoods/cities were represented in your community circle and how many people were from each neighborhood/city?

City	Neighborhood	Number of participants
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Using your best judgment, please rate how diverse your group was according to the following categories?

	Very Diverse	Somewhat Diverse	Not Diverse	Have no idea
Income Levels (ex. low, moderate, high)	1	2	3	4
Political Affiliations (ex. DFL, Republican)	1	2	3	4
Political Ideology (ex. Conservative, Liberal)	1	2	3	4
Housing Situation (ex. home owner, renter)	1	2	3	4

What, if anything, do you know about the religious diversity of your group?

Did participants seem to be satisfied with the dialogue process, or did they express dissatisfaction?

\_\_ participants seemed satisfied; please explain:

\_\_ participants expressed dissatisfaction; please explain:

12. What important comments did participants share with you about their discussions?

• SUMMARY OF THE DISCUSSIONS

13. Summary Report

a) What perspectives were well represented in your group?

b) Which perspectives were missing?

c) Did the discussions focus on the two central questions?

(3)

d) What were your own observations about the dialogue and group process?

- e) What did members of the group say about their discussions?
- f) What was the topic of the group's liveliest discussion?
- g) What were the areas of general agreement and consensus?
- h) What were areas with little agreement or consensus?
- i) What suggestions and recommendations came from the group about how individuals might better address the issue?
- j) What suggestions and recommendations came from the group about how organizations or institutions might better address the issue?
- k) What suggestions and recommendations came from the group about how government might better address the issue?

• EXPERIENCES OF FACILITATOR AND/OR SPONSOR

14. Additional Comments (Please feel free to use additional sheets)

- a) Did you have adequate support from your study circle's organizer, or not? Please explain:
- b) Did you have adequate support from the project coordinator, or not? Please explain:
- c) What additional support would have been helpful?
- d) If you were to lead another study circle, what would you change (for example: discussion materials, overall organization of project, meeting site, your performance as discussion leader, etc.)?
- e) Other impressions, concerns and comments ...

(see other side)

(4)

15. Participant Roster (Please include sponsor(s), facilitator(s), recorder(s) )

Name

Address

Tel #

---



---



# “COMMUNITY CHOICES” COMMUNITY CIRCLE INFORMATION REPORT

Community Circle Sponsor and Facilitator:

To learn more about the *Beyond Busing* Community Circles, we are asking community circle sponsors and facilitators to *work together* to complete the following information report. This report will be used in the on-going evaluation of the project, in planning for future efforts, and to report results to funders and other stakeholders. Your input is critical. Thank you in advance for your assistance in these efforts !!!

**ENCLOSED IS A SELF-ADDRESSED STAMPED ENVELOPE.**

Please return the completed form by August 1, 1997 to:

Dick Little, Coordinator, Education and Housing Equity Project, #320  
122 West Franklin Ave, Minneapolis, MN 55404

• **BASIC INFORMATION**

Name of your Community Circle (e.g. geographic, organizational designation/affiliation) \_\_\_\_\_

- |   |   |
|---|---|
| 1. Sponsor Organization(s)<br>_____<br>_____  | 3. Facilitator Name(s)<br>_____<br>_____  |
| 2. Contact Person(s)<br>_____<br>_____  | 4. Recorder Name(s)<br>_____<br>_____   |
| 5. Did you attend:<br>__ Sponsor Kick-off event (Dec. '96)<br>__ Facilitator Training (Feb. '97)<br>__ Macalester Forum (May '97) | 6. Did you use the discussion guide,<br>“Choices for Community”?<br>__ yes<br>__ no |
7. Where and when (day of week and time) did your community circle meet? \_\_\_\_\_
8. How many times did your community circle meet? \_\_\_\_\_ How long was each meeting? \_\_\_\_\_
9. How would you describe the attendance of participants? \_\_ *excellent* \_\_ *good* \_\_ *only fair* \_\_ *poor*

• **THE PARTICIPANTS**

10. How many people participated in your community circle? \_\_\_\_\_
11. How many participants were men? \_\_\_\_\_ women? \_\_\_\_\_ youth? \_\_\_\_\_  
    singles without children? \_\_\_\_\_ families? \_\_\_\_\_ single parent(s)? \_\_\_\_\_ seniors? \_\_\_\_\_
12. How many in your community circle represented each of the following cultural groups?
- |                                       |                               |
|---------------------------------------|-------------------------------|
| _____ African American                | _____ Hispanic/Latino         |
| _____ American Indian/Native American | _____ White/European          |
| _____ Asian American                  | _____ Mixed Racial Background |
| _____ Don't Know                      |                               |

(see other side)

(2)

13. Which neighborhoods/cities were represented in your community circle and how many people were from each neighborhood/city?

City	Neighborhood	Number of participants
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

14. Using your best judgment, please rate how diverse your group was according to the following categories?

	Very Diverse	Somewhat Diverse	Not Diverse	Have no idea
Income Levels (ex. low, moderate, high)	1	2	3	4
Political Affiliations (ex. DFL, Republican)	1	2	3	4
Political Ideology (ex. Conservative, Liberal)	1	2	3	4
Housing Situation (ex. home owner, renter)	1	2	3	4

15. What, if anything, do you know about the religious diversity of your group?

16. Did participants seem to be satisfied with the dialogue process, or did they express dissatisfaction?

\_\_ participants seemed satisfied; please explain:

\_\_ participants expressed dissatisfaction; please explain:

17. What important comments did participants share with you about their discussions?

• SUMMARY OF THE DISCUSSIONS

18. Summary Report

a) What perspectives were well represented in your group?

b) Which perspectives were missing?

c) Did the discussions focus on the two central questions?

(3)

- d) What were your own observations about the dialogue and group process?
- e) What did members of the group say about their discussions?
- f) What was the topic of the group's liveliest discussion?
- g) What were the areas of general agreement and consensus?
- h) What were areas with little agreement or consensus?
- i) What suggestions and recommendations came from the group about how individuals might better address the issue?
- j) What suggestions and recommendations came from the group about how organizations or institutions might better address the issue?
- k) What suggestions and recommendations came from the group about how government might better address the issue?

- EXPERIENCES OF FACILITATOR AND/OR SPONSOR

19. Additional Comments (Please feel free to use additional sheets)

- a) Did you have adequate support from your study circle's organizer, or not? Please explain:
- b) Did you have adequate support from the project coordinator, or not? Please explain:
- c) What additional support would have been helpful?
- d) If you were to lead another study circle, what would you change (for example: discussion materials, overall organization of project, meeting site, your performance as discussion leader, etc.)?
- e) Other impressions, concerns and comments ...

(see other side)



# "COMMUNITY CHOICES"

## COMMUNITY CIRCLE INFORMATION REPORT

Community Circle Sponsor and Facilitator:

To learn more about the *Beyond Busing* Community Circles, we are asking community circle sponsors and facilitators to *work together* to complete the following information report. This report will be used in the on-going evaluation of the project, in planning for future efforts, and to report results to funders and other stakeholders. Your input is critical. Thank you in advance for your assistance in these efforts !!!

**ENCLOSED IS A SELF-ADDRESSED STAMPED ENVELOPE.**

Please return the completed form by August 1, 1997 to:

Dick Little, Coordinator, Education and Housing Equity Project, #320  
122 West Franklin Ave, Minneapolis, MN 55404

• **BASIC INFORMATION**

Name of your Community Circle (e.g. geographic, organizational designation/affiliation) \_\_\_\_\_

<p>1. Sponsor Organization(s)</p> <p>_____</p> <p>_____</p>	<p>3. Facilitator Name(s)</p> <p>_____</p> <p>_____</p>
---	---

<p>2. Contact Person(s)</p> <p>_____</p> <p>_____</p>	<p>4. Recorder Name(s)</p> <p>_____</p> <p>_____</p>
---	--

<p>5. Did you attend:</p> <p style="padding-left: 20px;"><input type="checkbox"/> Sponsor Kick-off event (Dec. '96)</p> <p style="padding-left: 20px;"><input type="checkbox"/> Facilitator Training (Feb. '97)</p> <p style="padding-left: 20px;"><input type="checkbox"/> Macalester Forum (May '97)</p>	<p>6. Did you use the discussion guide, "Choices for Community"?</p> <p style="padding-left: 40px;"><input type="checkbox"/> yes</p> <p style="padding-left: 40px;"><input type="checkbox"/> no</p>
--	---

7. Where and when (day of week and time) did your community circle meet? \_\_\_\_\_

8. How many times did your community circle meet? \_\_\_\_\_ How long was each meeting? \_\_\_\_\_

9. How would you describe the attendance of participants?  excellent  good  only fair  poor

• **THE PARTICIPANTS**

10. How many people participated in your community circle? \_\_\_\_\_

11. How many participants were men? \_\_\_\_\_ women? \_\_\_\_\_ youth? \_\_\_\_\_  
 singles without children? \_\_\_\_\_ families? \_\_\_\_\_ single parent(s)? \_\_\_\_\_ seniors? \_\_\_\_\_

12. How many in your community circle represented each of the following cultural groups?

_____ African American	_____ Hispanic/Latino
_____ American Indian/Native American	_____ White/European
_____ Asian American	_____ Mixed Racial Background
_____ Don't Know	

(see other side)

13. Which neighborhoods/cities were represented in your community circle and how many people were from each neighborhood/city?

City	Neighborhood	Number of participants
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

14. Using your best judgment, please rate how diverse your group was according to the following categories?

	Very Diverse	Somewhat Diverse	Not Diverse	Have no idea
Income Levels (ex. low, moderate, high)	1	2	3	4
Political Affiliations (ex. DFL, Republican)	1	2	3	4
Political Ideology (ex. Conservative, Liberal)	1	2	3	4
Housing Situation (ex. home owner, renter)	1	2	3	4

15. What, if anything, do you know about the religious diversity of your group?

16. Did participants seem to be satisfied with the dialogue process, or did they express dissatisfaction?  
\_\_ participants seemed satisfied; please explain:

\_\_ participants expressed dissatisfaction; please explain:

17. What important comments did participants share with you about their discussions?

• SUMMARY OF THE DISCUSSIONS

18. Summary Report

a) What perspectives were well represented in your group?

b) Which perspectives were missing?

c) Did the discussions focus on the two central questions?

(3)

- d) What were your own observations about the dialogue and group process?
- e) What did members of the group say about their discussions?
- f) What was the topic of the group's liveliest discussion?
- g) What were the areas of general agreement and consensus?
- h) What were areas with little agreement or consensus?
- i) What suggestions and recommendations came from the group about how individuals might better address the issue?
- j) What suggestions and recommendations came from the group about how organizations or institutions might better address the issue?
- k) What suggestions and recommendations came from the group about how government might better address the issue?

• **EXPERIENCES OF FACILITATOR AND/OR SPONSOR**

19. Additional Comments (Please feel free to use additional sheets)

- a) Did you have adequate support from your study circle's organizer, or not? Please explain:
- b) Did you have adequate support from the project coordinator, or not? Please explain:
- c) What additional support would have been helpful?
- d) If you were to lead another study circle, what would you change (for example: discussion materials, overall organization of project, meeting site, your performance as discussion leader, etc.)?
- e) Other impressions, concerns and comments ...

(see other side)



**EDUCATION & HOUSING EQUITY PROJECT  
'CHOICES FOR COMMUNITY'  
COMMUNITY CIRCLES PROJECT  
1997 REPORT**

During 1997, EHEP established the Community Circle Collaborative, a metro-wide dialogue project that engaged over 500 citizens from 35 different municipalities in informed public conversations focused on the challenges of school achievement, housing integration and racial/economic equity in the Twin Cities metropolitan area.

These discussions included:

- 1) Twenty-five 'community circles,' each composed of 5-20 participants meeting between three and six times (approximately two hours for each meeting) during the months of March through June. These circles were sponsored by a wide variety of organizations and were convened in central city, suburban and outlying communities. Approximately 25% of the 350 or so participants were people of color.
- 2) A Metropolitan Citizens Forum held at Macalester College Chapel in May moderated by George Latimer and Vivian Jenkins Nelsen, two noted facilitators and leaders on issues of race relations and segregation. Martha McCoy, director of the Study Circles Resource Center, offered a national commentary. 125 citizens and public community leaders, including representatives of community circles who shared the results of their circle deliberations attended the forum.
- 3) A set of town meetings in Minneapolis and St. Paul public schools in September held in conjunction with the National Summit on Race Relations and America's Public Schools and co-sponsored with the President's Commission on Race and the National Conference of Christians and Jews. Approximately 50 adults and youth participated in facilitated, nominal group discussions.

EHEP and its Community Circle Collaborative partners accomplished these dialogues through a sequence of organizing and supporting activities, including the following:

- 1) A sponsor kick-off event *Beyond Busing: A Metrowide Dialogue on the Challenges of Education and Housing Segregation* held in December 1996 at the St. Louis Park City Council Chambers. Over 100 citizens representing nearly as many organizations attended the forum, which introduced the project and provided an overview of the issues. The forum included presentations by 10 civic and government leaders. A sponsor's packet was provided to each participant. Following the forum, approximately 50 different groups (school districts, churches and synagogues, libraries, neighborhood councils, community-based non-profits, housing groups, human rights commissions, chambers of commerce and municipalities) signed pledges of participation, agreeing to sponsor or convene at least one community circle.

- 2) Publication of a newsletter "*Beyond Busing*" in January 1997 to draw attention to the project, announce upcoming activities, provide forms for sponsor, facilitator and participant sign-up, and to cover the "who, what, why, where, how and when" of the project. The newsletter was mailed out to approximately 500 interested individuals and organizations.
- 3) Facilitator training workshops held in February at Augsburg College. Approximately 85 people with backgrounds or experience in facilitating small groups were recruited and received training on the issues and process to be used in the community circles discussions. A team representing the lead partners of the Community Circle Collaborative delivered the training. A facilitator's packet was provided to each participant. Each volunteer moderator/facilitator signed a pledge of participation. Facilitators were subsequently matched with community circles convened by the sponsors. The Community Circle Collaborative worked with the Minnesota Facilitators Network to identify and recruit moderator/facilitators. In addition, many of the sponsor/conveners provided their own experienced facilitators. To facilitate communication between community circle study groups, e-mail services were offered to facilitators at no cost by the Twin Cities Free Net.
- 4) Research and preparation of an issues/discussion guide *Choices for Community: A Regional Conversation about the Challenges of Education, Housing and Segregation in the Twin Cities Metropolitan Area*. In the preparation of this document, the Education and Housing Equity Project was assisted by a review team representing the Collaborative; staff of the Study Circles Resource Center; a CURA-funded graduate intern from the Humphrey Institute of Public Affairs; and by noted journalist, editorial writer and playwright Syl Jones.
- 5) The Collaborative also produced a resource bibliography that includes over 125 publications and articles to help inform the public discussions. The Librarians for Social Responsibility offered to assist in making these resources available for community circle use at branch county libraries. In addition, the Collaborative supplied resource experts who were available to meet with community circles upon request. Community circle participants were also invited to local conferences and seminars, such as the Institute on Race and Poverty's Spring Conference on housing, education and persistent segregation, to augment their inquiry and knowledge of the issues they were discussing.
- 6) A concluding forum *Coming Together: A Regional Conversation on Schools, Housing and Segregation*, co-sponsored with the Macalester College Department of Urban Studies, the Study Circles Resource Center and the Minnesota Public Radio Civic Journalism Initiative (described above). This event brought together community circle representatives, interested citizens and invited community leaders to achieve a metro-wide conversation and share the results of the individual community conversations.

- 7) An evaluation survey of the community circle sponsors, facilitators, reporters and participants to learn what worked well and what needs to be changed before a second round of community conversations is held. All participating circles completed the survey, and a summary report of the results has been prepared. A focus group meeting with community circle representatives will be held in the near future.
- 8) A summary report of the community circles' findings, conclusions and recommendations to be made available for public distribution in early 1998. At the conclusion of their deliberations, the community circles submitted over 100 pages of reports. The substance of these reports, along with the results of the fall town meetings at Minneapolis and Saint Paul Schools, are being synthesized and integrated into a summary report. The final document will report on the substance of the conversations, but will also include a critique of the discussions and process recommendations for a second round of discussions and action steps in 1998.
- 9) Video and audio documentation of the project, which was provided by a community circle partner, the Minneapolis Neighborhood Revitalization Project.
- 10) The project network directory, which now includes over 1,000 participants and interested citizens.

The results of the community circle conversations are already being used and have had some impact on the Twin Cities civic community:

1. The Project was a major contributor to the winter 1997 edition of Wilder Foundation's *Community Matters*. The entire issue is devoted to "Race and Community." The Project has also received media coverage by:
  - The *Star Tribune of the Twin Cities*
  - The *U.S. News & World Report*
  - Minnesota Public Radio's Midday Program (KNOW-FM)
  - Community Radio Station KFAI in Minneapolis
  - Minneapolis Community Television Network, Channel 34
  - A radio program of the Black Leadership Forum (Yvonne Scruggs) in Washington, D.C.
  - The national newsletter of the Study Circles Resource Center
  - Several Twin Cities-based neighborhood and suburban newspapers

We have also received a request from NBC News for coverage of the second round of conversations in 1998. Our project will also be the subject of a major display at the Minneapolis Public Library in January and February 1998.

2. Project staff and participants were invited to be contributors to two other public conversations in September 1997: The Peoples Summit, broadcast by KTCA as part of its Block by Block television series, and the Metropolitan Initiatives Forum, cosponsored by several Twin Cities foundations and the Citizens League.

3. Several new community-wide discussion initiatives have begun which are inspired by or modeled after the community circle discussions we initiated. One prominent example is the dialogue and action project begun by Interfaith Action, a social justice ministry of church congregations in the greater Minneapolis area. EHEP assisted them in convening metro interfaith forums on jobs, housing, sprawl, race and poverty. Their discussion guide and "issues map" are taken directly from the Community Circles project. The chief organizers, planners and resource speakers of the Interfaith Dialogues were participants, sponsors or facilitators in the Community Circles project. Partly in response to our initiative, education and segregation issues have been added to their agenda.
4. Following completion of the first round of community circle conversations, EHEP board members and staff, and community circle partners, were invited to:
  - Make presentations to the Minnesota Minority Education Partnership at its annual conference, and the West Metropolitan Education Program (consortium of nine suburban school districts and the Minneapolis school district) at one of its quarterly board/superintendent meetings;
  - Meet with and provide input to the mediation consulting team (CMI) for the NAACP v. State of Minnesota educational adequacy law suit;
  - Participate in updating the Minnesota Milestones measures for state and metropolitan outcomes in education, housing and multicultural diversity; and
  - Develop strategies at the Metropolitan Housing Summit cosponsored by the Metropolitan Interfaith Council on Affordable Housing.

EHEP staff and board members have also participated in and helped lead discussions at various conferences focusing on housing and education issues (e.g., the DFL Education Foundation's conference on closing the income gap and the Institute on Race and Poverty's conference on overcoming spatial barriers to welfare reform).

5. EHEP has been contacted by National Days of Dialogue to help promote conversations on race relations in the Twin Cities. The National Days of Dialogue on Race Relations is a coalition effort of national organizations to encourage and highlight dialogue on race relations during the week leading up to Martin Luther King Day. We have also been contacted by the St. Paul Pioneer Press to advise and assist them in establishing a series of community discussions that that would be tied to a newspaper series they will be running on welfare reform and poverty in the Twin Cities.
6. Some of the community circles continue to meet (e.g., the Golden Valley Circle sponsored by the Black History Month Committee of the Human Rights Commission, working with the Twin West Chamber of Commerce and Hopkins School District).

EHEP is also monitoring action initiatives that spring from local community circles (e.g., churches getting involved in fair housing initiatives).

7. EHEP formally supported and helped develop MICAH's proposal to HUD for a Fair Housing Initiatives Grant. In the category of "education and outreach – reducing suburban tensions," MICAH was one of only five non-profits in the nation to receive funding. EHEP will be a collaborating partner in this project, which will use theatre as a vehicle for engaging the public in the issues we care about. Other community and congregational organizing groups (e.g., St. Paul Ecumenical Action Council) are approaching us about collaboration in 1998.
8. We have also received requests from local communities (e.g., Maplewood Human Rights Commission) and academic institutions (e.g., Twin Cities area seminaries' joint course on "Solving Urban Problems" and the Higher Education Consortium for Urban Affairs' Metro Urban Studies Term program) to use our discussion guide as part of their course curricula and community education and outreach initiatives.
9. Also as a result of our accomplishments in 1997, EHEP has been invited by the Minnesota Fair Housing Center to co-sponsor and provide technical assistance and policy direction in developing a comprehensive fair housing training conference for suburban planning officials in 1998.

Our major thrust at the close of 1997 is to plan and organize a second round of community circle conversations and forums in 1998. This round will be built on the results of the first round. The circle discussions will culminate with a Citizens Summit co-sponsored with the Minnesota Meeting and the Minnesota Public Radio Civic Journalism Initiative, and a public action agenda for 1999.

For \_\_\_\_\_

**Urgent**

Date \_\_\_\_\_

Time \_\_\_\_\_

## While You Were Out

M \_\_\_\_\_

Of \_\_\_\_\_

Phone \_\_\_\_\_

AREA CODE

NUMBER

EXTENSION

Telephoned

Please Call

Came To See You

Will Call Again

Returned Your Call

Wants To See You

Message \_\_\_\_\_

**REVISED, FINAL  
REPORT**

Signed \_\_\_\_\_



**EDUCATION & HOUSING EQUITY PROJECT  
'CHOICES FOR COMMUNITY'  
COMMUNITY CIRCLES PROJECT  
1997 REPORT**

During 1997, EHEP established the Community Circle Collaborative, a metro-wide dialogue project that engaged over 500 citizens from 35 different municipalities in informed public conversations focused on the challenges of school achievement, housing integration and racial/economic equity in the Twin Cities metropolitan area.

These discussions included:

- 1) Twenty-five 'community circles,' each composed of 5-20 participants meeting between three and six times (approximately two hours for each meeting) during the months of March through June. These circles were sponsored by a wide variety of organizations and were convened in central city, suburban and outlying communities. Approximately 25% of the 350 or so participants were people of color.
- 2) A Metropolitan Citizens Forum held at Macalester College Chapel in May moderated by George Latimer and Vivian Jenkins Nelsen, two noted facilitators and leaders on issues of race relations and segregation. Martha McCoy, director of the Study Circles Resource Center, offered a national commentary. 125 citizens and public community leaders, including representatives of community circles who shared the results of their circle deliberations attended the forum.
- 3) A set of town meetings in Minneapolis and St. Paul public schools in September held in conjunction with the National Summit on Race Relations and America's Public Schools and co-sponsored with the President's Commission on Race and the National Conference of Christians and Jews. Approximately 50 adults and youth participated in facilitated, nominal group discussions.

EHEP and its Community Circle Collaborative partners accomplished these dialogues through a sequence of organizing and supporting activities, including the following:

- 1) A sponsor kick-off event *Beyond Busing: A Metrowide Dialogue on the Challenges of Education and Housing Segregation* held in December 1996 at the St. Louis Park City Council Chambers. Over 100 citizens representing nearly as many organizations attended the forum, which introduced the project and provided an overview of the issues. The forum included presentations by 10 civic and government leaders. A sponsor's packet was provided to each participant. Following the forum, approximately 50 different groups (school districts, churches and synagogues, libraries, neighborhood councils, community-based non-profits, housing groups, human rights commissions, chambers of commerce and municipalities) signed pledges of participation, agreeing to sponsor or convene at least one community circle.

- 2) Publication of a newsletter "*Beyond Busing*" in January 1997 to draw attention to the project, announce upcoming activities, provide forms for sponsor, facilitator and participant sign-up, and to cover the "who, what, why, where, how and when" of the project. The newsletter was mailed out to approximately 500 interested individuals and organizations.
- 3) Facilitator training workshops held in February at Augsburg College. Approximately 85 people with backgrounds or experience in facilitating small groups were recruited and received training on the issues and process to be used in the community circles discussions. A team representing the lead partners of the Community Circle Collaborative delivered the training. A facilitator's packet was provided to each participant. Each volunteer moderator/facilitator signed a pledge of participation. Facilitators were subsequently matched with community circles convened by the sponsors. The Community Circle Collaborative worked with the Minnesota Facilitators Network to identify and recruit moderator/facilitators. In addition, many of the sponsor/conveners provided their own experienced facilitators. To facilitate communication between community circle study groups, e-mail services were offered to facilitators at no cost by the Twin Cities Free Net.
- 4) Research and preparation of an issues/discussion guide *Choices for Community: A Regional Conversation about the Challenges of Education, Housing and Segregation in the Twin Cities Metropolitan Area*. In the preparation of this document, the Education and Housing Equity Project was assisted by a review team representing the Collaborative; a CURA-funded graduate intern from the Humphrey Institute of Public Affairs; and by noted journalist, editorial writer and playwright Syl Jones.
- 5) The Collaborative also produced a resource bibliography that includes over 125 publications and articles to help inform the public discussions. The Librarians for Social Responsibility offered to assist in making these resources available for community circle use at branch county libraries. In addition, the Collaborative supplied resource experts who were available to meet with community circles upon request. Community circle participants were also invited to local conferences and seminars, such as the Institute on Race and Poverty's Spring Conference on housing, education and persistent segregation, to augment their inquiry and knowledge of the issues they were discussing.
- 6) A concluding forum *Coming Together: A Regional Conversation on Schools, Housing and Segregation*, co-sponsored with the Macalester College Department of Urban Studies, the Study Circles Resource Center and the Minnesota Public Radio Civic Journalism Initiative (described above). This event brought together community circle representatives, interested citizens and invited community leaders to achieve a metro-wide conversation and share the results of the individual community conversations.
- 7) An evaluation survey of the community circle sponsors, facilitators, reporters and participants to learn what worked well and what needs to be changed before a second

round of community conversations is held. All participating circles completed the survey, and a summary report of the results has been prepared. A focus group meeting with community circle representatives will be held in the near future.

- 8) A summary report of the community circles' findings, conclusions and recommendations to be made available for public distribution in early 1998. At the conclusion of their deliberations, the community circles submitted over 100 pages of reports. The substance of these reports, along with the results of the fall town meetings at Minneapolis and Saint Paul Schools, are being synthesized and integrated into a summary report. The final document will report on the substance of the conversations, but will also include a critique of the discussions and process recommendations for a second round of discussions and action steps in 1998.
- 9) Video and audio documentation of the project, which was provided by a community circle partner, the Minneapolis Neighborhood Revitalization Project.
- 10) The project network directory, which now includes over 1,000 participants and interested citizens.

The results of the community circle conversations are already being used and have had some impact on the Twin Cities civic community:

1. The Project was a major contributor to the winter 1997 edition of Wilder Foundation's *Community Matters*. The entire issue is devoted to "Race and Community." The Project has also received media coverage by:
  - *The Star Tribune of the Twin Cities*
  - *The U.S. News & World Report*
  - Minnesota Public Radio's Midday Program (KNOW-FM)
  - Community Radio Station KFAI in Minneapolis
  - Minneapolis Community Television Network, Channel 34
  - A radio program of the Black Leadership Forum (Yvonne Scruggs) in Washington, D.C.
  - The national newsletter of the Study Circles Resource Center
  - Several Twin Cities-based neighborhood and suburban newspapers

We have also received a request from NBC News for coverage of the second round of conversations in 1998. Our project will also be the subject of a major display at the Minneapolis Public Library in January and February 1998.

2. Project staff and participants were invited to be contributors to two other public conversations in September 1997: The Peoples Summit, broadcast by KTCA as part of its Block by Block television series, and the Metropolitan Initiatives Forum, cosponsored by several Twin Cities foundations and the Citizens League.
3. Several new community-wide discussion initiatives have begun which are inspired by or modeled after the community circle discussions we initiated. One prominent

example is the dialogue and action project begun by Interfaith Action, a social justice ministry of church congregations in the greater Minneapolis area. EHEP assisted them in convening metro interfaith forums on jobs, housing, sprawl, race and poverty. Their discussion guide and "issues map" are taken directly from the Community Circles project. The chief organizers, planners and resource speakers of the Interfaith Dialogues were participants, sponsors or facilitators in the Community Circles project. Partly in response to our initiative, education and segregation issues have been added to their agenda.

4. Following completion of the first round of community circle conversations, EHEP board members and staff, and community circle partners, were invited to:
  - Make presentations to the Minnesota Minority Education Partnership at its annual conference, and the West Metropolitan Education Program (consortium of nine suburban school districts and the Minneapolis school district) at one of its quarterly board/superintendent meetings;
  - Meet with and provide input to the mediation consulting team (CMI) for the NAACP v. State of Minnesota educational adequacy law suit;
  - Participate in updating the Minnesota Milestones measures for state and metropolitan outcomes in education, housing and multicultural diversity; and
  - Develop strategies at the Metropolitan Housing Summit cosponsored by the Metropolitan Interfaith Council on Affordable Housing.

EHEP staff and board members have also participated in and helped lead discussions at various conferences focusing on housing and education issues (e.g., the DFL Education Foundation's conference on closing the income gap and the Institute on Race and Poverty's conference on overcoming spatial barriers to welfare reform).

5. EHEP has been contacted by National Days of Dialogue to help promote conversations on race relations in the Twin Cities. The National Days of Dialogue on Race Relations is a coalition effort of national organizations to encourage and highlight dialogue on race relations during the week leading up to Martin Luther King Day. We have also been contacted by the St. Paul Pioneer Press to advise and assist them in establishing a series of community discussions that that would be tied to a newspaper series they will be running on welfare reform and poverty in the Twin Cities.
6. Some of the community circles continue to meet (e.g., the Golden Valley Circle sponsored by the Black History Month Committee of the Human Rights Commission, working with the Twin West Chamber of Commerce and Hopkins School District). EHEP is also monitoring action initiatives that spring from local community circles (e.g., churches getting involved in fair housing initiatives).

7. EHEP formally supported and helped develop MICAHA's proposal to HUD for a Fair Housing Initiatives Grant. In the category of "education and outreach – reducing suburban tensions," MICAHA was one of only five non-profits in the nation to receive funding. EHEP will be a collaborating partner in this project, which will use theatre as a vehicle for engaging the public in the issues we care about. Other community and congregational organizing groups (e.g., St. Paul Ecumenical Action Council) are approaching us about collaboration in 1998.
8. We have also received requests from local communities (e.g., Maplewood Human Rights Commission) and academic institutions (e.g., Twin Cities area seminaries' joint course on "Solving Urban Problems" and the Higher Education Consortium for Urban Affairs' Metro Urban Studies Term program) to use our discussion guide as part of their course curricula and community education and outreach initiatives.
9. Also as a result of our accomplishments in 1997, EHEP has been invited to co-sponsor and provide technical assistance and policy direction in developing a comprehensive fair housing training conference for suburban planning officials in 1998.

Our major thrust at the close of 1997 is to plan and organize a second round of community circle conversations and forums in 1998. This round will be built on the results of the first round. The circle discussions will culminate with a Citizens Summit co-sponsored with the Minnesota Meeting and the Minnesota Public Radio Civic Journalism Initiative, and a public action agenda for 1999.

## Phone Call Reminder to Sponsors & Facilitators of Community Circles 07/28/97

Reminder that packet of information was sent approximately 10 days ago; hope to receive completed survey / questionnaire by Friday August 1, 1997

Information to be included: a) roster / list of participants b) written report or record of discussions (if not sent for Macalester Forum in May)  
c) completed survey / questionnaire d) your willingness to convene a Community Circle in the Fall of 1997 and / or  
e) recommendations for new sponsors and / or facilitators

If you are "coordinating" your response to these items with other sponsor representatives and / or facilitators, please let us know.

Please call: Dick Little #871-8980 or fax info to #871-8984. Thank you and hope to hear from you soon !!!

First Name	Last Name	Tel #'s	Circle Location	Sponsor	Facilitator	Returned Survey	Will Return Survey by 8/1/97	Left Message(s) (o)work / (h)home	Comments / Info.
Saira	Alimohamed	785-4140	Shoreview	X				(h)	Gone until 8/1/97. Left message & will call her back upon her return.
✓ Linda	Alton	823-3518	Minneapolis Greater Area A		X			(o)	Left message with Lynn; gone today, back tomorrow; asked to call Dick Little.
Victoria	Amaris	340-7589	Minneapolis Greater Area F	X				(o)	In on Weds., Thurs., Fridays
✓ Mary Helen *	Amery	546-4448 781-5872	Maple Grove	X			X	(o)	Brought survey to work today; will complete it over lunch hour.
✓ Mary *	Anderson	593-3990 588-8578	Golden Valley	X			X	(o) (h)	At City Hall tomorrow 8:30AM; out of town; either she or Walter Gray will send info.
Ray	Aponte	296-4548	Minneapolis North East	X		X		(o)	Noted Ray Aponte's address & Tel # same as Ray Lewis'. Members of Waite Park Community Council. Ray Lewis sent survey 7/30/97.
Nancy	Atchison	941-3508	Edina Community B	X	X		X	(h)	Sitting here, waiting to be filled out.
✓ Barb	Baker	454-2079	Eagen	X	X			(o)	Back 8/4/97
✓ Barbara	Blackstone	297-4635	Minneapolis Greater Area D		X		X	(o)	Mediation Services; she did receive survey information. Sponsor/organizer had to take time off for medical reasons; only three people in group; trying to schedule 3 <sup>rd</sup> session; still in process; suggested she send info to date and we will get final recommendations and info when closure is attained in few weeks.
✓ Ree Ah **	Bloedow	348-2294 348-4534	Hennepin County A	X	X	X		(o)	Sent survey back last week - received. Thank you!

✓ Scott * / **	Bol	721-6320 430-9111	Minneapolis Seward Stillwater Bayport	X	X	X		(o) (h)	Karima Bushnell had tried calling Scott about survey and reports. No reply – possibly gone for summer. Survey rec'd 7/31/97.
✓ Karima * / **	Bushnell	827-4424	Minneapolis Seward		X	X	X	(h)	Out of town last week & leaving again on 7/31/97. Called Scott Bol, no reply yet. Will try piece together info for survey by 8/1/97 – her impressions. Survey rec'd 7/31/97.
✓ Hal *	Clap	823-5216 ext 313	Minneapolis South B	X	X	X		(o)	Mary Ann McCoy sent survey 7/30/97.
✓ Dianne * / **	Cowdrey	988-4035	Hopkins- Minnetonka	X		X		(o)	Survey rec'd 7/30/97 with letter.
✓ LoAnn	Crepeau	338-8729 633-1982	Arden Hills	X				(o) (h)	Corrected wrong office #
✓ Theresa * / **	Davis	297-7309 225-1257	Oakdale-Oak Terrace-St. Paul		X	X		(o) (h)	Out of Office until 8/28/97; left message at home #. Survey returned from Maire McMahon.
✓ Emily	Day	722-7482 ? 869-76024	Richfield		X	X		(h)	Mailed survey today.
Sydney **	Devin	922-3132	Minneapolis SW Fulton	X		X	X	(h)	Gave Sydney address and info for EHEP & MICAH. Will return survey by 8/1/97. Survey rec'd 7/31/97.
✓ Dr. Barbara S.	Devlin	922-3132	Richfield	X				(o)	
Steve	Dickenson	646-8617	Minneapolis St. Paul	X				(o)	Away until 8/1/97; left message at M.I.A.
✓ Gail	Dorfman	924-2198	St. Louis Park	X				(o)	
✓ Harriet *	Ferestad	545-1079 473-5622	Maple Grove		X			(h) (o)	Gone for the day at McDonalds; left message at home.
Sunny	Floum	698-0767 871-4556	St. Paul Highland		X	X	X	(o) (h)	Was out of town, just got back. Study Circle never materialized, but will complete survey and return as requested. Survey rec'd 7/30/97.
Mickey	Fulton	824-4942	Minneapolis South C	X			X	(o)	Self-Sufficiency Project; swamped at work; will try return survey by 8/1/97.
✓ Linda	Garrett-Johnson	234-3981 659-6022	St. Paul Central	X				(h) (o)	On Vacation 7/18/97 – 8/9/97; left message to return call upon return.
Gayle	Geber	348-6309 673-2360 623-3283	St. Anthony	X				(o) (h) church	Gone until 8/1/97; back in office on 8/4/97; left message.

Jim	Genellia	939-1331	Hopkins-Minnetonka	X				(o)	
Rev. Joel	Gibson	870-7800	Minneapolis Greater Area B	X				(o)	On Vacation 'til next week; has been gone for most of July; left info with Secretary Paula.
Margarret *	Gillespie	420-8378 820-0448	Champlain / Maple Grove	X	X			(o) Maple Grove (h)	On vacation - 8/13/97 - usually at Maple Grove Library
Walter *	Gray	946-4243	Golden Valley		X		X	(o)	Will return survey by Friday 8/1/97.
Lois	Hamilton	699-2920	Minneapolis Greater Area A	X			X	(h)	Coordinated completion of survey with Nancy Atchison from her church.
Scott	Harman	939-0396	Minnetonka	X	X		X	(o)	St. David's School; will try return survey by 8/1/97.
Jean	Harris	949-8300 829-0285	Eden Prairie	X				(o) (h)	Not regular hours at City Hall
Maureen	Helgemo Whiterabbit	721-4393	Minneapolis South A	X				(o)	Attending conference until 7/30/97; left message on church recorder.
Jan	Herseth	349-0522 349-0544	Minneapolis Greater Area D	X				(o)	
Charlene	Higginbotham	728-0993 821-5432	Hennepin County A	X		X		(o)	Not involved with Community Circle Project - but name still on list; Jill Alverson, supervisor, is involved.
Kirk	Hill	871-2701 871-7485	Twin Cities-Minneapolis-St. Paul	X			X	(o)	Will try return survey by Friday; will put on top of stuff here.
Frank	Hornstein	926-3406	St. Louis Park	X				(h)	
Jim	Jacobson	729-5297	Minneapolis Greater Area B	X	X			(h)	Parishioner at St. Mark's
Ronald K. * / **	Johnson	729-2952 729-8358 721-7811	Minneapolis Longfellow	X		X		(o) (h)	Survey returned.
Carol	Johnson	928-6003 544-2363	St. Louis Park	X				(o) (h)	On Vacation and going to Detroit this week - mother ill. Returns next week 8/4/97 and will locate survey; still transitioning between districts.
Barbara	Jones	729-7397	Minneapolis Hiawatha Blaisdell	X				(o)	Left message with secretary at YMCA - Hiawatha Branch; returned call - 7/30/97 in on Mon & Tues; - wants to get involved.
Nadine *	Knibb	823-5216 ext. 306	Minneapolis South B		X			(o)	On vacation until 8/5/97. Left voice mail message.

Howard ✓	Kroll	824-4803	Minneapolis Greater Area C		X			(h)	
Mary ✓	Lange	296-9130 227-0971	West St. Paul-St. Paul-Mt. Carmel		X			(o) (h)	Out of office, Mn Dept of Revenue, In Mankato on 8/28/97; left message to call upon return.
Ray ✓	Lewis	296-4858 788-4040	Minneapolis North East	X		X		(o) (h)	Survey returned 7/30/97.
Brenda ** ✓	Louise	348-6467 823-4859	Hennepin County A	X	X	X		(o)	Survey Returned; Brenda sent her Survey 7/30/97.
Kristen ✓	Lund	646-4094	Minneapolis South Central		X	X		(h)	Art Serotoff sent survey and letter for the study circle.
Mary Ann * ✓	McCoy	377-4793	Minneapolis Greater Area C		X	X	X	(h)	Will try get survey back by Friday 8/1/97; Hal Clap responsible for record of discussions and study circle info. Survey returned 7/30/97.
Bill ✓	McElligot	721-8849 585-0005 627-2540	Minneapolis South E	X			X	(o) (h)	Will return survey by 8/1/97.
Janice ✓	McKinnie	341-3605 341-3005	Minneapolis Seward		X			(o)	
Maire * / ** ✓	McMahon	290-6238 291-1750	Oakdale-Oak Terrace-St. Paul	X		X		(o)	Survey rec'd 8/1/97.
Hope ✓	Melton	927-8461	Edina Community B		X			(h)	
Jana ✓	Metge	822-3302	Minneapolis South Central	X				(o)	Art Serotoff indicated that Jana Metge had "dropped out" of study circle project and had not contributed to effort. Called left message at her office with secretary.
Elizabeth * / ** ✓	Moraitis	872-6088 872-0354	Minneapolis Phillips	X	X	X	X	(o)	Spoke with Charmaine Sprengelmeyer who is coordinating report and survey completion. Didn't call Elizabeth directly. Charmaine submitted report, not survey on 7/31/97.
Cheryl ✓	Morgan Spencer	827-9266	Minneapolis Greater Area E	X				(o)	Returned call 7/30/97; Urban League- Not able to do study circle yet - Doesn't know when able to do it.
Joy * / ** ✓	Nelson	729-2952 729-8358 721-7811	Minneapolis Longfellow	X	X	X			Survey returned.
Rich * ✓	Nymoen	722-9438 266-8971 823-5216	Minneapolis Greater Area C	X		X	X	(h) (o)	Will send survey by Friday. Mary Ann McCoy sent survey 7/30/97.

Eve	Parker	379-4541	Minneapolis SE Prospect Park	X	X			(h)	Spoke with JoAnne Rohrich who was sponsor of group also.
Wanda	Phillips	721-0112 566-0736	Hopkins Minnetonka		X			(o)	Left message at office of Early Childhood Resource Center; survey packet sent to office.
Mary	Roehrdanz	874-6000 794-3985	Whittier	X				(o) (h)	Not in this week at Franklin Bank; left message on voice mail; since survey packet sent to Bank didn't call home, line busy.
Rochelle "Shelly"	Rottenberg	690-8786 690-6024 377-0462	St. Paul Highland	X	X	X		(o) (h)	Not working this summer at College of St. Thomas' School of Social Work; does check voice mail; left message. Survey rec'd 7/30/97.
Rosemary * / **	Ruffenach	636-9667 988-4187	University of Minnesota NEUMAN CTR.	X	X			(h) (o)	
Molly	Schlaefel	721-7811	Minneapolis Longfellow	X	X			(o)	Survey sent with wrong address. Address corrected and re-sent. Molly indicated that Joy Nelson coordinated Longfellow group. Joy returned survey.
Art	Serotoff	824-2669 821-2310	Minneapolis South Central	X		X		(o)	Returned survey; called and thanked Art. He indicated that Jana Metge had not been involved in study circle project.
Margaret	Severe	869-0559	Richfield		X			(h)	On other line; try again.
Lynelle * / **	Shire	627-2447 ? 866-1705	Minneapolis Seward	X		X		(o) (h)	Scott Bol & Karima Bushnell Returned surveys 7/30&7/31/97.
JoAnne **	Smith	348-4534 348-6467	Hennepin County A	X		X		(o)	Survey returned; Group Participant
Nancy	Smith	384-8550	Minneapolis South A	X				(o)	
Charmaine * / **	Sprengelmeyer	872-0354 872-6088	Minneapolis Phillips	X	X	X	X	(h) (o)	Worked on report before packet arrived; will send completed survey by Friday. Report rec'd 7/31/97.
Drew	Stanislaw	331-1540 ext. 690	Twin Cities	X	X			(o)	Left message at Twin Cities Habitat.
David	Sterling	771-6933	St. Paul Metro	X				(h) (o)	Left message at home; no one at 1 <sup>st</sup> Bank info #973-1111 by that name.
Kim	Sullivan	784-3511	Arden Hills		X			(h)	

✓ Mary	Supple	798-6769	Richfield		X			(h)	
Deb	Swenson-Klatt	349-0544 823-7996	Minneapolis Greater Area D	X				(o) (h)	
Cathy	Tilson	227-9774 930-1017	Minneapolis Greater Area F	X				(o) (h)	Left message with secretary. Returned call not involved at all; requested name to be taken off sponsor list. New work address put in database.
✓ Jerry	Timian	291-8426 924-9139	St. Louis Park	X				(o) (h)	
✓ Laura * / **	Tueting Nelson	928-2430 928-2532	Edina Community A	X	X	X		(o)	Vacation – back 8/1/97. Survey rec'd 7/31/97.
Rev. Stephen	Van Kuiken	890-7877 431-5316	Burnsville	X				(o) (h)	On Vacation; back on 8/12/97. Church of the Apostles.
✓ Sylvia & John * / **	Winkelman	533-8381 529-9684	Minneapolis North-Brooklyn Park-Brooklyn Center	X	X			(h) (o)	Left message with secretary at church – Sylvia gone for the week.

\* Group has submitted a summary report of proceedings, in addition to survey forms.

\* Roster of Group received