



Education and Housing Equity Project Records.

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Date: 10 September 1997
To: Dick Little, Executive Director, EHEP
From: Joyce Levine
Subject: Study circles report -- initial impressions and proposed report outline

First Impressions

Upon my first read-through of the materials you sent me, I was struck by two impressions:

1. The results reported by the circles cover the surface of the issues but do not probe very deeply. This is not an unexpected outcome for the first round of a citizen effort of this type, particularly one using volunteer facilitators. Nonetheless, on the whole the participants were thorough and did not mince words about the problems they see. Although the move toward solutions in the last round was necessary to give participants a sense of achievement and closure, it was premature in the sense that few people were ready intellectually and emotionally to propose truly innovative or meaningful solutions instead of reiterating "proven" ideas. This, too, is not unexpected: If housing desegregation were easy, it would have been achieved already.
2. The study-circle process suffered from some initial organizational difficulties. Delays in getting the circles up and running, and in producing and finalizing participant materials, caused frustration among coordinators, facilitators and participants alike. Scheduling meeting times seems to have been a problem for nearly every circle. In spite of these circumstances, however, there seems to be a general sense that the process was worthwhile, and productive as well.

In other words, although the process was not an unqualified success, it was certainly not a waste of effort or good will. Creating meaningful change is more art than science. Most organizations that undertake such change fall short of their initial goals. This should not be viewed as "failure." Rather, it should be treated as an invaluable learning experience that could not be gained in any other way.

Some Thoughts for the Next Round

On the one hand, the full group of participants (263) was fairly representative of the Twin Cities community as a whole in terms of race/ethnicity. However, individual groups did not reflect this diversity. As a result, some participants perceived that the process was not representative. Several comments were made regarding how "the right people aren't here."

On the other hand, the full group was not balanced by gender. Men made up only about one-fourth of the participants. Although not uncommon for a volunteer group of this type, gender imbalance needs to be addressed in the next round of circles.

Good facilitation is the key to good results. The reports from the circles, and the surveys completed by the facilitators themselves, suggest that the quality of facilitation was uneven. This is one of the potential

pitfalls of using volunteers, but it need not be a fatal one. EHEP could turn to professional facilitators to conduct the next round of meetings, but I do not consider this necessary or even particularly wise. What is needed, though, is better training and support for the volunteer facilitators. For example, at least one facilitator complained that the group he or she led frequently strayed from the topic -- without any apparent understanding that it is the job of the facilitator to keep the group focused and moving so it can produce the results it wants within the allotted time. Given that some of the facilitators are relatively inexperienced, having a monitor present to step in and redirect the group's energy can be invaluable.

As for scheduling, it is possible that individual groups were given *too much* latitude in scheduling their own meetings -- which means that everyone's dentist appointment, TV viewing habits, softball league, family demands, vacation and other prior commitments were able to interfere with circle meetings. Multiply this effect by ten or fifteen circle members, and it's easy to see why scheduling was a problem. Rather than leaving the decision wide open, it may be more effective to set up group meeting times in advance -- for example, the first meeting in the next round will take place at one of four or five predetermined times at one of four or five predetermined locations. This approach could serve several purposes:

- It would impose some discipline on the groups and indicate that the study circles are not a social event that takes place only when everyone is free, but a formalized process with demands of its own.
- It would allow coordinators to balance the sizes of the circles, eliminating problems caused by poor attendance in some groups while others overflow.
- It would enable the circle coordinators to balance racial and gender representation more effectively; or, if desired, coordinators could randomly assign incoming individuals to different groups.
- It would allow for the use of monitors to support the facilitators.
- It would put everyone on essentially the same timetable, with a clear beginning and a clear end.

Proposed Outline of Report

- I. Executive Summary: Principal Findings and Directions for the Future
- II. Background
 - A. Community study circles in general
 - B. The need: Residential and educational segregation in the Twin Cities
 - C. EHEP's study circle project -- history and format
- III. Substantive findings
- IV. Process findings
- V. Recommendations (Directions for the Future [of this process])
- VI. Appendices
 - A. Study circle reports
 - B. Findings of facilitator survey

Directions for the consultant

Please let me know what the Board thinks and how you would like me to proceed. I look forward to hearing from you.



Hennepin County

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COMMUNITY CIRCLE DISCUSSION

The Community Circle sponsored by Hennepin County met five times for one and a half to two hours each meeting. Unfortunately, few participants made it to each meeting. Nonetheless, the group discussed the impact of residential, economic and racial segregation on the education and life of area children and families; the systemic and individual responsibility factors which caused or kept segregation and poor academic achievement in place; and the group came to consensus about where they believed the focus for change should be. Current news reports and information from the Institute on Race and Poverty's conference on housing segregation and education were also discussed.

In the end, the group concluded that, while residential segregation and poverty play significant roles in the educational achievement of children, and must therefore be part of the solution, the role of the school's was more significant. The group concluded that families, educators, school boards, and state education administrator and policy makers must all work harder to set high standards for children, use money responsibly, and be accountable to providing all of the metro area's children with the best education and equal opportunities.

Sincerely,

Brenda R. Louise

Children & Family Services

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Recycled Paper

COMMUNITY CIRCLE DISCUSSION

I. What is the impact of residential, economic and racial segregation on the education and life of the metro area's children and families?

- The housing crisis for low income families requires families to make repeated moves which are disruptive to children's education.
- Degraded housing stock leads to transience and a lack of investment/pride in central city neighborhoods which in turn impact family life.
- Community members are isolated from each other.
- A sense of powerlessness among individuals.
- Ugly, trashridden, unsafe neighborhoods.
- Children are afraid of dying.
- Addiction/crime increases in concentrations of poverty.
- Children in Minneapolis/St. Paul in particular are failing the basics in high numbers.
- People are not given the opportunity to experience diversity and confront their fears about "others".
- We lose the stimulation and beauty diversity offers.
- Children are not challenged to achieve their full potential.

II. In order to identify solutions, we need to first identify causes. What are some of the factors which cause or keep residential segregation and problems within our schools in place?

A. Systemic Factors:

- The school system is not user friendly.
- Mobility among low income families leads to community instability.
- Degraded housing stock repels stable families from an area.
- Resources for facilitating neighborhood involvement are absent.
- Those who teach in the schools are not part of the larger community.
- The relationship between individual's values, societal values, public institutions and corporations makes the problems huge and complex. The causes are complex.
- Not all members of the community have equal power, and not all are taken equally seriously. Individuals are disempowered.
- Integrated housing is not really integrated.
- Jobs available in a community are often not given to the community's members, e.g., who's being hired to build low income/affordable housing.
- Institutional racism.
- Education is not given enough systemic support.

B. Factors of Individual Responsibility

- Unstable, low income families who are not invested in a neighborhood, do not take care of it.
- A lack of cohesion among neighbors based in part on fears and disrespect for others.
- Neighbors do not know one another.
- A lack of courtesy among neighbors, particularly between different "types" of people.
- People feel helpless, believe they are powerless and give up, individuals feels disempowered.
- People want different things from and for their neighborhoods; sometimes these wants conflict.
- People in segregated, low-income neighborhoods may not have the education and job skills needed to work in their communities (which perpetuates poverty).
- Individual's racism.
- Individuals follow the letter but not the spirit of laws/program designed to address the issues.
- There is a lack of community dialogue around the issues, and a lack of consensus or cooperation around solutions.
- Education is not valued.
- People are focused on survival, and education become a secondary priority.
- People want immediate gratification.
- There are conflicts between long and short term needs and goals.
- The use of drugs destroys families life and children's futures.
- Too many children lack a supportive adult.
- Drug usage destroys neighborhoods and families.

This is ←
systemic → lack
of effective neigh-
borhood insts.

MN FAIR HOUSING CENTER CIRCLE
PHILLIPS NEIGHB, MALS
MINNESOTA FAIR HOUSING CENTER
STUDY CIRCLE GROUP

The group came up with the following issues and solutions. The issues and solutions are in no particular order - they are not listed by importance.

Issues Identified

- Stereotyping
- lack of Affordable Housing
- Lack of Livable Wages
- Exclusionary Zoning
- Differential Treatment
- Lack of Safety in Schools
- Lack of Structure in Schools
- Lack of Resources in Schools
- Unequal Distribution of Resources in Schools
- Economically Disadvantaged Schools
- Not Enough Money Spent on the Basics in Schools

Solutions

Federal Level

- Enforcement of Fair Housing Laws

State of Minnesota

- Lower Rental Property Taxes
- State Wide Testing of Students in Public Schools
(do not create lower expectations to pass students - bring all students up to the same competency level)
- Increase the Amount of Affordable Housing
- Enforcement of Fair Housing Laws

Local/Community Level

- Consolidation of Resources
- Our Group Likes the Plans for the Wilder School in Frogtown

Study Circle Summary Minnesota Fair Housing Center Spring 1997

Staff at her Minnesota Fair Housing Center sent invitational fliers to our diverse pool of testers, contacted interested individuals from a list provided by Dick Little, and made the study circle information available to various social service agencies - staff and clients - in our efforts to recruit study circle participants.

Out of all of our efforts, twelve people showed interest in participating. We had anywhere from two to eight participants (not including Elizabeth and myself as facilitators) on any given night.

First Session

Melissa, Susan, and Richard attended our first session.* We used the first session to get to know each other. The group spoke about racism - our wgn definitions and how racism affects each of us. We spoke of our own educational experiences. It was a productive night. By the end of the session, participants were talking more, addressing each other directly and relying on the facilitators less. Everyone committed to coming back to continue the conversation.

Second Session

The second session had four participants: Melissa, Richard, Roberta, and Julia. Susan was unable to attend due to school obligations. We introduced ourselves again and spoke of our own experiences with education and racism to establish trust with the new members. We then discussed some of the problems with the educational system.

Problems

- Classrooms are too large - too many kids to keep tabs on for one teacher.
- Not enough teachers of color.
- Kids are falling through the cracks.

Third Session

Melissa, Richard, Roberta, Jane, Devin, Ethan, Jordan, and Leslie attended the third session. The third session really began to identify some of the issues/problems in the metro region.

Issues Identified

Stereotyping

- Negative stereotyping of all people.

Lack of Affordable Housing

- Lack of habitable housing.

Lack of Livable Wages

- Businesses do not consider the human issues - i.e. trying to balance family and work.
- Discriminatory hiring practices.
- Gap in wages - people of color receive lower wages/low level jobs.

Exclusionary Zoning

- Zoning ordinances such as minimum square footage, three car garage minimum creates lack of affordable housing in the suburbs.
- Zoning ordinances concerning vacant/abandoned buildings - people are unable to use the abandoned buildings for shelter.

* Please see the composition of the group on page four. Names have been changed to insure anonymity.

Schools

- Students receiving differential treatment because of the following:
 - race/color
 - learning disability
 - economic status
 - perceived intelligence (honors vs. special ed.)
 - athletic ability
- Lack of safety/violence in the schools.
- Lack of structure in the schools.
- Unequal distribution/lack of resources in schools.
- Economically disadvantaged schools.
- Not enough money spent on the basics - students are graduating without basic skills - reading, writing, math, and science.

Fourth Session

Melissa and Roberta were the participants in our fourth session. This session focused on solutions to the problems we'd identified. There was not a solid consensus on the various solutions offered. Solutions offered were as follows:

1. It would be a Federal offense to deny anyone food, housing, and health care/insurance.
2. Age appropriate life skills classes throughout elementary, jr. high, and high school.
3. Schools would be required to implement year long life skills classes for students in 11th grade.

Money Management: how to balance a checkbook, how to manage credit cards

Housing: how to shop around for an apartment, how to fill out an application, explanation of a lease

Parenting Skills: child care, family budgeting

Post Graduation: how to shop for colleges, how to write a resume, how to find a job

Fifth Session

Melissa, Richard, and Sandra attended the fifth and final session. This session also focused on solutions to the problems we'd identified. There was a consensus on the year long mandatory life skills class for 11th grade students. Other ideas that were agreed upon are as follows:

Mandatory testing of students in grade school, jr. high, and high school.

- There needs to be an in depth analysis of the scores so students don't fall through the cracks.
- Are there issues at home?
- Does the student have a learning disability?
- Is there a chemical abuse issue?
- Resources need to be available to insure success of the student.
- Special Education Classes
- Counseling Services
- Chemical Dependency Services

The reasoning behind mandatory testing is to place the emphasis on education - to foster academic competition among schools, similar to the athletic competition that currently exists. Schools would be rated on their educational achievement, not on their football/basketball/hockey teams. The community, parents, and educators would all play a role in insuring the success of the school and the students that attend. The school would become a source of community pride.

Our group felt that the Wilder School being constructed in St. Paul's Frogtown area is an innovative idea. 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.

UNIV. OF MN-
NEWMAN CENTER CIRCLE

Memorandum

DATE: May 27, 1997

TO: Dick Little, Coordinator
Community Circles Collaborative,
Education and Housing Equity Project

FROM: Rosemary Ruffenach, Facilitator
Newman Center Study Circle

RE: Discussion Conclusions

CC: Jeri Cashman, Social Justice Coordinator
Newman Center

Fourteen people participated in the Newman Center Study Circle discussions during six meetings. We wrestled with the issues of racism, education and housing, often finding ourselves so tangled up in the conjunction among these problems that formulating any conclusions seemed unlikely. My co-facilitator, Paula Ruddy, speculated that it seemed that the contending forces seemed clustered around economics and community/culture. If a "cause" of the situation, or a "remedy" was proffered, it fell into one or the other of these categories, and was immediately objected to on the basis of the other category. For example, if lack of community was suggested as a cause, lack of economic resources was seen as a contributing factor. Or if jobs and moderate housing were created in wealthier areas, community-building would be necessary, so that the newcomers would not remain isolated, excluded from the social and cultural life of the community. Consequently, we decided that our recommendations would need to be dual pronged: addressing both economic issues and the creation of caring communities. Money alone would not really remedy the situation.

Our recommendations are addressed to various sectors of society:

To the State Legislature:

- Fund increased transit service to suburban areas that host many low-wage jobs.
- Increase funding for women and minority-owned businesses.
- Fund experiments in shared living experiences which propose racial and economic diversity
- Raise the minimum wage and require benefits be offered with all full-time positions
- Require employers offer medical insurance for part-time workers or fund universal medical care.
- Fund service learning opportunities which bring together diverse groups of students.

- Offer incentives to capital lenders to make business and home loans to low-income persons. (Rethink the basis for qualifying for such loans.)

To Schools:

- Provide students with ecological instruction—an issue which could bring all races together in a common enterprise.
- Train teachers in "cultural competency" so that they know facts that are important to various races.
- Offer service learning experiences that pair urban and suburban students.

To Churches:

- Promote multi-cultural experiences with partner church communities: pulpit exchanges, choir exchanges, joint service projects.
- Model anti-racism efforts for the community.

To the Media:

- Provide anti-racism training for staff to eliminate stereotypical reporting and place more persons of color in responsible positions.

To Individual Citizens:

- Advocate that groups of which they are members become involved in this issue.

Participants: Christopher Duda, Nancy Gormley, Carol Jud, Frank Kohlasch, Dorothy Leathers, Pat Pfundstein, Paula Ruddy, Rosemary Ruffenach, Bill Rush, Teresa Schweitzer, Glenn Smoot, Helen Howell Stephens, Isabelle Stephens, Pilar Stephens, Esther Sweringen

SEWARD SCHOOL / MATHEWS COMMUNITY
CENTER, MINNEAPOLIS

Mpls Group Facilitated by Scott B.

general

Areas of Agreement

1. The city should be saved
2. Need Self & Community
empowerment, &
Active Citizenship
3. Need Opportunities Region Wide
& Need to breakdown some (certain)
of the zoning barriers

Seward Mathews Center Group

Summing Up

What should we do as individuals and as a community (to meet the goals of this project)?

Lynelle: Strengthen the core (Option 1) and Create opportunities region-wide (Option 3)

1. When something isn't working, try something new
 - a) Look at other parts of the country and the world
2. Active citizenship, becoming knowledgeable, joining, strengthening institutions, empowering historically disenfranchised groups
3. Organize the poor, use Civil Rights Era strategies
4. Provide a curriculum that teaches the whole story of diverse perspectives, wisdom that is overlooked, not superficial
5. Affordable housing
6. Health and social services to schools, make schools accessible, get parents involved in schools, make schools 'parent-friendly'.

Charles:

1. End drug prohibition (thus decreasing rewards for criminal activity)
2. End public school monopoly
3. Eliminate non-essential city services
4. Repeal so-called anti-discrimination laws which interfere with free association.
5. Repeal labor laws, occupational licensing, school requirements (private accreditation o.k.)
6. Repeal taxes: income, capital gains, etc.
7. Strict separation between business and state

Karima:

1. Greatly expand mentoring

2. Empower to people to achieve using microcredit, Oxfam America techniques, etc.

a) Through these techniques many very poor people with no credit or education have become successful entrepreneurs who in turn helped others

3. Neighborhood festivals, block clubs, activities for teens and children

a) Example: the Richard Green Drill Team

4. Facilitate programs to build intercultural understanding, communication

a) (many effective tools exist for creating new insights)

Bob:

1. Decriminalize drugs and end victimless crimes

2. Eliminate zoning

3. Eliminate restrictive licenses

4. Reduce rental taxes to homestead rates

5. Upgrade judicial system so punishment is immediate and includes victims. No irresponsible use of parole.

6. Put parents back in control of schools

7. Allow children to go to any school they want

8. Eliminate state curriculum standards except for testing

Sue: Education

1. Include multicultural education in the curriculum

a) Reevaluate curriculum to make it multicultural

b) Ethnic teachers as role models

c) Uniforms? (not necessarily of the traditional type, to reduce competition and problems associated with designer labels, sneakers, etc.)

2. Housing: a) Mixed apartments within developments (not all one income level)

b) dispersing small buildings through an area (not one huge complex)

3. a) Daycare funding

b) Funding to educate parents, help get degrees, etc.

Audrey:

1. Open opportunities in suburbs (as per Myron Orfield's suggestion)

2. Limit growth, urban sprawl

3. Revitalize urban core and suburbs

4.. Grass roots organizing (such as Neighborhood Revitalization Assoc.)

5. Business/Government/Community partnerships

6. Government be responsible to local needs

7. "Public choice": magnet schools, options (not private)

Conclusion: This very diverse group was able to agree on three things:

1. The core cities must be saved

2. People should be able to live where they want (not kept out by zoning)

3. There should be some deregulation (not agreed on what or how much)

WE ALL AGREED THAT EMPOWERMENT WAS A KEY CONCEPT!

SOUTH MPLS/ ST. JOAN OF ARC (METROPOLITAN)
& SOUTHSIDE NEIGHBORHOOD HSG SERVICES (INNER CITY)

Summary of Tuesday night St. Joan/Southside Neighborhood Housing study circle

Representatives:

Nikki Carlson -- 520 Westwood Dr N, Golden Valley, 55422, 377-8720

Laura Sether -- 2446 Colfax, Apt 102, Mpls. 55405, 673-1779

Themes

A. Deliberation on effects of housing segregation

Housing segregation has huge negative impacts on educational and life opportunities of low income minorities living in concentrated poverty in terms of job availability, knowledge of life options, role models, safe and crime-free environments, transportation options, and affordable services such as insurance.

B. Deliberation on the three models

1. Personal responsibility/Market mechanism. Encouraging personal responsibility and the involvement of traditional institutions such as the family and church are necessary in the short term because it is possible for some people to transcend their impoverished environments. But the tremendous lack of opportunities for those trapped in concentrated poverty prevent this from being a sufficient strategy.

2. Enrichment. This is a necessary medium-term strategy because it is impossible to provide mobility to everyone immediately and some people will not want to leave their neighborhoods. Must improve the conditions for those who remain. However, solely pursuing this strategy means: promoting the segregated status quo when integration is needed to end racist attitudes; preventing people from having options in where they live; and trying to run counter to private market preferences to invest outside the core.

3. Mobility. This is necessary for the long-term solution of these problems because enough opportunities will never flow to areas of concentrated poverty. But it is the hardest solution to sell to the public because it is long term and its easier to comprehend efforts to make the poor better where they are. Also, solely pursuing this strategy does not address the needs of the core metro area which is in need of resources for redevelopment.

C. What should be done

1. Every effort should be made to encourage a range of income levels in housing in all communities. But zoning isn't the only problem; land is just too expensive some places.
2. Finding solutions to these problems will require appealing to the self-interest of the advantaged. But people became involved with the study circles because they were concerned with the plight of others and not just themselves. So moral appeals do work.

Wishing your community was more racially and economically inclusive?

Then forget "Minnesota Nice" and help create

MINNESOTA FAIR

(Minnesota Friends Advocating Inclusiveness Regionally)

In MINNESOTA FAIR you would become part of an effort to form a Metro-wide alliance of individuals and organizations who are also interested in seeing their own communities become more residentially inclusive.

As a member of MINNESOTA FAIR you would join with others in your community to:

- **Work to form relationships with policy makers within your community**
- **Help those policy makers find ways to lower barriers to inclusiveness in your community**
- **Serve as a link and source of support for those interested in taking advantage of housing opportunities in your community**
- **Attend regional quarterly forums where you would share your results, successful strategies, and solutions with MINNESOTA FAIR members from other communities**

If you are interested in joining with the *St. Joan of Arc Interfaith Action Core Team* in organizing MINNESOTA FAIR, or if you just want to be a participant, call Nikki Carlson at 377-8720 or Rich Nymoan at 722-9438.

Session #1 - Study Circle of Southside Neighborhood Housing & St. Joan's

The group was asked what they think of when they think of the term "housing segregation." In response, the group said it first wanted to discuss patterns of segregation, and then the impacts of such. The session mainly consisted of the discussion of patterns.

A. Patterns

1. Jobs patterns, a mismatch between where jobs are and where people who can fill them live

- a. factories (low skill jobs) located on edge of region, service industry (high skill jobs) located in downtowns
- b. employers won't locate where:
 1. there's no police protection
 2. workforce is unskilled
 3. there's no cheap land on which to locate, expand (polluted industrial sites)
 4. there's no community stability in immediate area

2. Housing patterns

- a. no low income housing in suburbs, little high income housing in core cities
- b. inflexible zoning laws in city prevent more high income housing being built, so little "move-up" housing in city. Should cities's old houses be replaced with new suburban - style homes? Older homes are generally valued less.
- c. exclusionary zoning in suburbs prevents low income housing being built. There's no incentive for suburbs to build low income housing because more taxes come from high end property.
- d. houses of similar value are all grouped together, leads to homogeneous populations

3. High crime areas, i.e. certain parts of the cities are designated as "bad"

- a. perception of high crime in certain areas keep people from exploring options in those areas. Leads to disinvestment, which leads to more crime. A vicious circle.
- b. but "bad" areas can be, and have been, brought back.

4. Bus service patterns

- a. low-end housing is on bus lines, high-end housing is away from bus lines
- b. buses don't go to suburbs because people who live there don't use them

5. Road patterns

- a. transportation affects housing patterns
- b. when highways cut through neighborhoods, those neighborhoods decline
- c. suburbs are designed for cars

6. Redlining, i.e. institutions deliberately underserving, or not serving, certain areas

- a. insurance - auto & homeowners more expensive in certain areas
- b. realtors - steer people to certain areas based on race, etc.
- c. banks - fewer loans in certain areas
- d. police - don't respond to calls in certain areas
- e. cabs - won't pick up from or deliver to certain areas

Some of this redlining may be because of crime, and not just racism and classism

7. School patterns

- a. resources - city schools may have fewer resources, but the perception of fewer resources is greater than the reality. The perception keeps middle income people from putting their kids in city public schools.
- b. neighbor and parental involvement needed in city schools. This suggests need for community schools.
- c. But low income black children are least served by the return to community schools; they're the ones that still get bused.
- d. institutional involvement in these issues never significant until an economic impact is felt. This is true even though it would be better for all if no one is disenfranchised educationally & economically. The powerful (\$=power) make decisions based on the short term, e.g. the election cycle & short term profits. Long terms view is needed to solve these problems.
- e. no one speaks for the poor in the cities. The middle class is too preoccupied with its own concerns, and won't respond unless the poor riot again. People's lack of hope that any thing can be done to improve conditions contribute to nothing being done.
- f. city school teachers don't live in cities.

g. high poverty schools have low achievement.. Why?

1. lack of nutrition
2. lack of parental involvement - perhaps they don't know how to help their kids
3. parents themselves did not receive good educations, this affects how much academic help they can give their kids.
4. parents are younger
5. homes the kids come from can't afford learning materials

8. Immigration patterns - immigrants historically have lived in core cities.

Session # 2- Study Circle of Southside Neighborhood Housing & St. Joan's

In Session #1, the group identified patterns associated with housing segregation. In Session #2, the group went on to discuss what impacts these patterns have on educational achievement and life opportunities. The second part of this session consisted of an initial examination of the three models.

Impacts

1) Jobs Patterns

a. Life Opportunities

- 1. a lesser availability of living wage jobs leads to higher unemployment and underemployment for those forced to live in the cities. May require the taking of more than one job.**
- 2. lack of jobs leads to an inability to afford homes in the suburbs among minorities, which contributes to the racially segregated housing pattern. However, lack of jobs was not the initial creator of the racially segregated housing pattern.**

b. Educational Achievement - kids living in an environment where there are few job opportunities and a high incidence of unemployed or underemployed adults may have the following effects:

- 1. lack of employed role models, and of kids in better circumstances, and of an awareness of options leads to hopelessness, which lessens motivation of kids to do well in their studies, and which lessens their knowledge of life options to pursue.**
- 2. parents having several jobs may have less time to help their kids with their studies.**
- 3. lack of jobs leads to people moving more, which leads to less educational stability for kids. Statistics show a high turnover rate in inner city schools. Higher level jobs may cause moving too, but risks of moving are higher for poor families because they have fewer resources for coping with such instability.**

2) Housing Patterns- cheaper housing in cities leads to **concentrations of poverty and racial segregation** which has the following effects:

a. Life opportunities

1. Lesser awareness of options and other cultures
2. Living in concentrations of poverty is itself a lesser life opportunity

b. Educational achievement

1. poor kids don't have benefit being encouraged by high achieving students
2. poor kids have to be concerned w/ basic needs
3. concentration of poverty is an effect of itself on education
4. parents can't be involved
5. teachers treat minority males w/ suspicion & lower expectations (and all girls are generally called on less and subject to lesser expectations)

3. High Crime Areas - being forced to live in high crime areas has the following effects:

a. Life opportunities

1. Less opportunity for a long life

b. Educational achievement

1. When kids don't expect to reach adulthood, have no incentive to prepare for "what they're going to do when they grow up."
2. If kids are worried about they're personal safety, they can't study.

4 & 5 Road & Bus service patterns - - large lots in suburbs prevent public transportation. Limited service to and in the suburbs has the following effects:

a. Life opportunities

1. Jobs are being created in the suburbs but can't live there b/c too expensive and there's **no transportation to get to the jobs**
2. **Public transportation is dangerous.** The powerful (i.e. upper middle class whites) don't use city buses so they have no stake in making them safe or improving their service. In fact, the **powerful have no stake in improving many of the patterns** being discussed here.
3. Express buses are only for white, upper middle class. **No express buses for inner city people limits how and when they can get to jobs.** Suburban companies could do more to get people to jobs

b. Educational achievement

1. our communities, especially the suburbs, are designed around the car. For low income families and children without cars, it means **less access to extracurricular activities.**

2. inner city high schools are out of control. Low income families **can't live where schools are good, and can't afford transportation to them if they live elsewhere.**

3. Lack of transportation options limits the effectiveness of the state's "open enrollment" policy

4. Without a car there's **no access to the better special ed suburbs have**
Much of the resources of city schools are used for special need kids.

6. Redlining - a subset of racism - a large barrier on life

7. School patterns - Discussion on these were tabled for now. To some extent, school pattern effects are subsumed by the issues discussed above.

8. Racism - is a separate pattern that needs further discussion by the group, including both personal and institutional racism.

Models

The group discussed what each model considers as the main problems affecting educational achievement and life opportunities.

1) Enrichment

- a. not enough resources in neighborhoods or city
- b. wealth is unequally distributed between cities and suburbs.
- c. disinvestment taking place in the cities, while high investment is taking place in suburbs, both in terms of job creation and in developing peoples skills and opportunities.

2) Market Mechanisms and Personal Responsibility

- a. break up of the family, church
- b. welfare causes dependency and family break up
- c. traditional values have declined

- d. government is in the way of things, preventing people from taking responsibility for changing their circumstances and keeping businesses from expanding, etc.
- e. society has failed to set standards and say that certain behaviors are wrong, e.g teenage pregnancy
- f. churches and families not taking care of their own
- g. people start believing they can't change their circumstances when they are told its because of external forces.

3. Mobility

- a. deliberate planned discrimination
 - b. market is set up to segregate
- } combo of both
- c. market values drop for external reasons, leads to poor minorities moving in & being concentrated.
 - d. concentrations of poor people perpetuates poverty
 - e. government policies isolate low income minorities from opportunities
 - f. lack of resources, role models, alternatives
 - g. too inefficient to pour resources into core, should let people move to where there's resources
 - h. power unequal between those in suburbs and those in cities. Resources flow to where power is.

Session # 3- Southside Neighborhood Housing and St. Joan's Study Circle

This session consisted of discussing the pros and cons of the three models.

1. Enrichment

Pros

- a. Even under a mobility strategy, it won't be possible to disperse all of those trapped in concentrated poverty. Will have to improve conditions for those who remain.
- b. Poor minorities may do better as entrepreneurs than they would having to integrate into the corporate world's culture. Poor minorities would do better in the culture of small business
- c. Enterprise zones have shown success
- d. Economic development improves neighborhoods.
- e. People don't want to move out of their neighborhoods. Want to preserve the black community, culture.

Cons

- a. Promotes continued segregation. Integration is needed to end racist attitudes among people.
- b. People need options
- c. Enrichment costs too much money. Viewed as pouring money into a sink hole.
- d. No evidence that enrichment is a long term solution that will be sustainable
- e. It's counter the direction of the markets (i.e. all markets prefer to invest outside the core)
- f. Developers only profit from development on the edge, and so would oppose this strategy.
- g. Maintains the status quo, i.e. keeps poor minorities where they are and exclusive communities exclusive.

2. Personal Responsibility

Pros

- a. Puts value on work and accountability
- b. teaches self sufficiency
- c. promotes importance of role models and two-parent households (it's economically difficult for single parents to support kids)

- d. welfare causes dependency
- e. cheapest tax approach
- f. welfare system has disincentives for getting married and incentives for having more kids.
- g. counters the expectation that government should take care of what families used to take care of, i.e. the elderly, sick, etc.

Cons

- a. The institution of marriage has broken down society-wide, i.e. today's unwed pregnancy is same today as it was 40 years ago, but back then marriage would follow the pregnancy and today it doesn't.
- b. Women have more economic opportunity today, don't have to stay in bad or abusive marriages or marry just to survive economically.
- c. There's a double standard between rich and poor
- d. The values that broke down are white values e.g. the importance of the nuclear family as opposed to extended family.
- e. Community organizations and churches are stretched to their limit.
- f. Tough crime laws are no long term solution.

3. Mobility

Pros

- a. Schools are better in suburbs because they teach better, are safer, have kid that are succeeding as role models.
- b. Job opportunities are more available in suburbs
- c. Racial and economic integration of suburbs would result in a diversity of viewpoints in those communities that would serve to raise issues not currently being raised there.
- d. This approach seeks to lift barriers for poor minorities to move to where's there are more opportunities. Not meant to force poor minorities to integrate.

Cons

- a. Doesn't address the needs of the core which needs funds to redevelop.
- b. Suburbs are rejecting affordable housing -- so not a path of least resistance.
- c. This approach is the hardest to sell to the public because it's a long-term solution and its easier to understand idea of making poor better where they are.
- d. Surbanites don't want crime to move to their communities
- e. Mobility would break up a sense of community among minorities
- f. Forces poor minorities to assimilate.
- g. The poor have no cars and there are no buses in the suburbs.

h. If minorities aren't geographically concentrated, they can't elect a minority to political office.

Session #4 - Southside Neighborhood Housing and St. Joan's Study Circle

The group discussed what our community can, and should, do to improve educational and life opportunities for all children in the Twin Cities. The group preferred to identify points of consensus rather than where there are points of agreement and disagreement.

Consensus items

1. Improving educational and life opportunities will require a combination of enrichment, personal responsibility, and mobility strategies.
2. A school which has the majority of its students living in concentrated poverty will not succeed.
3. Describing the problems of the inner city as a result of abstract "racism" is not helpful because fighting "racism" seems a futile exercise. Need to approach the economic and social structures that result in poor minorities being concentrated.
4. It's important to get the advantaged to understand how they're affected by plight of low income minorities. Fact sheets should be created showing costs of sprawl and the costs of concentrated poverty.
5. However, there is room for making moral appeals to the advantaged. People became involved in the study circles because they were concerned about others, not just their own situation.
6. Communities must be encouraged to provide for a range of income levels in housing. Mixed commercial and housing use should also be encouraged so there is less dependence on cars and easier use of transit.
7. Zoning is not the only cause of unavailability of affordable housing in some communities. Market and tax forces are also factors because in some communities land is too expensive to be used for affordable housing.
8. Students should be educated for civic participation.

Longfellow / Holy Trinity Community Circle

NEIGHB. & CHURCH, LONGFELLOW COMM. April, 97

I. HOUSING - MPLS -

1. more affordable housing is needed in both city & sub.
2. more flexible codes for large families (3 to bedroom)
3. Choice of whether to live in city or suburb.
4. look at more co-housing.
5. Renter/landlord accountability needs to be ~~is~~ enforced.

II. Education

1. Support community schools - stop busing madness
2. equal money spent per child
- Resources - equitable - relative to populationⁱⁿ
3. make parental involvement easier

makes it
easier for
parental
involvement
strengthens
communities
improves

III. Personal Accountability

1. Parent - responsibility - encouragement & foster.
- peer parents -
2. Help people to help themselves.

Schools keep closer contact with parents -
2 incentives for parent participation

IV. Work/Wages

Minimum wage increase to \$7.50 - or livable wage.
w/ benefits & healthcare

V Community

1. Support NRP programs -

2. Community needs to communicate expectations to neighborhoods,

3. Support family togetherness -
& single young women to not have babies -

4. Support for Community libraries to be open more eve. hours.

VI public transportation to suburbs - improve -

RICHFIELD COMMUNITY CIRCLE

Community Circle, First Meeting - March 4

Facilitator Mary Supple

Recorder Joan Helmberger

I. Meeting opened with introductory remarks by:

Board of Education Vice Chair Vicki Rorie
Richfield Mayor Martin Kirsch
Superintendent of Richfield Public Schools Dr. Barbara Devlin
Richfield Community Council Co-Chair Camillo DeSantis
Richfield Community Development Director Bruce Palmborg

II. The basic question to be discussed is: How does racial and economic segregation of housing affect education achievement and life opportunities of Twin Cities families and children?

III. Discussion ground rules agreed upon by the group after members introduced themselves were:

1. Observe common courtesy.
2. Be respectful of other's opinions.
3. Need to be honest with ideas and answers.
4. Respect security and confidentiality regarding personal sharing.
5. Maintain a written record of discussion.
6. HAVE FUN!
7. Start on time - stop on time.
8. Have full participation.
9. Be tolerant of other's opinions - ask for clarification.
10. Keep an open mind - not judgemental.

IV. Observations and comments of members of group:

1. The experience of attending college in Bemidji witnessing the great disparity in income between poverty among some, especially Indians, and other people who were rich.
2. Experiencing problems of race in Minneapolis schools, saw much diversity when working as a property manager, experienced much prejudice, economic as well as racial.
3. Has a hard time about poverty being the reason for not succeeding.
4. A single parent sees many unsupervised children as a problem. Lack of sufficient day care is an issue and has seen Section 8 abused.
5. A problem with unknowledgeable parents letting children be unsupervised too much.
6. A perception of prejudicial feelings in Richfield. Questions relationship of poverty to teaching.
7. Grew up in Richfield and sees children in school in Richfield are growing into diversity.
8. A missing factor can be family involvement; also, many families with little or no English language ability.
9. Decries lack of day care in Richfield. Sees children in welfare get advanced placement in programs such as Latchkey.
10. Camillo spoke of his 41 years in social work and of the benefits of the GI bill for returning servicemen from World War II and later.

RICHFIELD

TO: Community Circle Discussion Group Participants
FROM: Facilitators/Recorders
RE: Agenda for next meeting

Thanks once again for donating your time and effort to the project!

Many concerns and issues have surfaced in our discussions. Now we would like to focus on different approaches and perspectives about what should be done.

Enclosed you will find a discussion starter that focuses on three possible choices for addressing the issues. They list diverse viewpoints on causes and solutions as well as rationale for and critiques of certain courses of action. The choices are not all-inclusive nor do they have to be mutually exclusive. They are meant only to provide a framework for discussion and brainstorming. Perhaps we will combine approaches or develop a totally different set of solutions.

We would like to begin the meeting with a review of the ground rules for the discussion group and then move into a discussion of proposed solutions.

We look forward to seeing you on Tuesday, April 1, 7-9 p.m., at the School District Boardroom.

Community Circle, Second Meeting - March 18

Facilitator: Margaret Severe

Recorder: Mary Supple

A letter from Heidi Gaibor was shared with the group. Her ideas will be included in the following summary. Articles she shared were passed around and will be available again at the next meeting.

The main discussion questions were:

What does residential segregation mean in the Twin Cities metropolitan area today?

What is the state of educational opportunity and achievement in the Twin Cities today?

The topics discussed are listed here by subjects instead of discussion order. There are more detailed minutes available if you would like them. Here is a summary:

Reactions to Mailing Received for the March 18 Meeting

-viewed The Face of the Twin Cities: Another Look as editorialized and thought Hennepin County Indicators was a much better source of information, more straightforward, pertinent, and understandable

-some disagreement with the United Way conclusions was mentioned

-thought page three of the Hennepin County Indicators was very useful; thought it showed some obvious examples of racial segregation in Hennepin County

-statistics on page ten of Hennepin County Indicators were discussed; note was made that these are medians not averages so extremes in highs and lows are not reflected

-commented that much of this data was from the 1990 census; wished for more recent figures since there has been a lot of change in the 90's

-West Metro diagram of school district demographics and Richfield statistics on transfers were helpful

Additional Questions and Ideas to Consider as Mentioned in the Discussion

-Is the "segregated housing" concept a crucial factor in education and life goals?

-Do current assistance systems discourage personal responsibility and initiative?

-Are children left unsupervised because the adults in their lives don't care or because the adults are overloaded and struggling to survive?

-It is disturbing that we are all women at this meeting.
 Where are the men?
 -What do you do if a person doesn't want to change?
 -How can internal motivation, personal integrity, or respect for others be instilled? Can it or does it have to come from inside?
 -Do people stay near their support systems? Is that why there are pockets of segregation?
 -What is the definition of poverty?
 -As a society, what have we done for children in the recent past?
 -How do we deal with students who are acting out?
 -Not everyone thinks the same or understands other's perspectives - sometimes we honestly don't have a clue. Segregation leads to isolation. How do we solve this?
 -How can you racially balance a school if you segregate a neighborhood?
 -How can we as individuals make a difference?
 -We are in very deep denial. We believe we aren't like Detroit, but we are; it's just happening more slowly here. We need to do something. These meetings are a sign of hope. What can we do about it?

Concerns Expressed

- lack of transportation options
- lack of choices in where one lives (location and affordability)
- being forced to racially categorize oneself on forms
- unsupervised children
- more monitoring needed of the use of government assistance programs to avoid misuse
- continued economic and racial segregation is affecting kids
- segregation leading to isolation
- loss of personal integrity and respect as society-wide values
- cost of health care and lack of insurance
- denial that we have a segregation problem
- people who don't know how to access community resources or how to help themselves
- growing disparity between rich and poor, loss of middle class
- schools being asked to meet more and more needs beyond academics
- underfunding of schools
- students need to feel safe at school and at bus stops
- need for a diversity of housing in Richfield
- need for day care support

Notes from the April 1 Community Circle Meeting

Many articles and program/workshop opportunities were shared. Two of the articles are enclosed with this mailing.

Our next meeting will be April 22 from 7:00 to 9:00 p.m.

We began by looking over the discussion guide. It generated a great deal of conversation both in agreement and in disagreement with the ideas on the guide.

Here is a list of some of the brainstormed solutions and/or strategies:

- Affordable housing that has community support
- Help with down payments for houses
- Affordable health care options
- Affordable day care options
- We need to couple support with choices so people can move to the next rung of the ladder
- Support little communities within the larger community
- Opportunities for small businesses and enterprises like the community kitchen example in Wisconsin
- Job training like Total Solutions Group in Bloomington
- Programs to help people become more self-sufficient, both those who are motivated and those with tougher problems that are more difficult to help
- Set up buddy systems or mentorships to provide moral support
- Programs that are faith based are more successful so work through the churches, examples like the churches in the Phillips and Powderhorn neighborhoods
- Fixing up and repairing properties
- Replacing older homes like Richfield does
- Pay livable wages that can support a family
- Have rent limits like in the early 1970's
- Require community service hours in schools - even before high school
- Have school uniforms
- Schools should ask for more community volunteers so children have role models for volunteering
- Set up groups to visit new families and have them check in from time to time to maintain personal contact and moral support
- Use the state surplus for education and to educate young mothers who don't know what to do
- Use the state surplus to demonstrate some of the proposed solutions in communities
- Provide many opportunities to learn about child care by making it part of the curriculum and having students babysit for adults taking classes
- Continue and add to programs like Playgrounds in the Parks - perhaps providing day care over lunchtime
- Share successes because maybe something that will work in Richfield will help elsewhere

- Be creative in how we welcome low income families since community supports are necessary
- Provide choices in how the money is used
- Go step-by-step in programs by breaking down the goals to make them more attainable
- Create more housing choices in the city
- Provide schooling for adults, but if they don't take advantage of it then they would not receive more assistance
- Communities should have clear expectations for people moving in based on community pride and responsibility
- Ask people to give of their time for community projects
- Provide chances for teenagers to earn money to instill hope for the future
- Provide transportation help so that people can get to classes

Please write down some of your ideas for strategies and solutions and bring them to the next meeting to help facilitate the discussion.

Respectfully submitted,
Mary Supple, Recorder

COMMUNITY CIRCLE MINUTES

APRIL 22, 1997

The Community Circle meeting was called to order at 7:00 by facilitator Joan Helmsberger. Joan began with information on our focus:

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?

Several articles were shared as well as information about the South Hennepin Family Services Collaborative.

The discussion will be summarized after the following announcements:

1. The group decided to have another meeting on Tuesday, May 13, 7-9 p.m. in the district boardroom.
2. Group members are asked to write up their ideas to share with the group. Three members' comments are enclosed. If you are bringing your comments to the next meeting, please bring enough for everyone to have a copy. Thanks.
3. The head of the project metrowide called and invited us to a Communitywide Forum to share the results of all of the Local Community Circles. It will be May 29, 6:30 - 9:00 p.m.
4. On June 16, there will also be a Minnesota Meeting to share results. One or two groups members will be needed to represent us.

Discussion Notes:

HOUSING:

What:

1. Creative ways to welcome people (both low income and minority groups)
2. Affordable housing throughout the metro area that is close to jobs
 - a. Subsidies when and if needed
 - b. Rebuild or replace old houses (Similar to Richfield program)
 - c. Rental and owner properties must be affordable
 - d. Set criteria - screen for enforcement
 - e. Put teeth in the Livable Communities Act (tax sharing penalties)
 - f. Build affordable homes

Who:

1. Outreach by a group to meet new residents (city, public health rep., citizens)
2. Welcome Wagon type group (city, Chamber of Commerce)
3. New Resident Open House (city, apartment managers, real estate, schools)

4. Target real estate industry as a method of working on non-discrimination
5. Build on current programs (Welcome cards, neighborhood watch groups)
6. Affordability - Housing authorities, city, state, county, federal

Concerns:

1. Discrimination - places to go for help when it occurs
2. Confidentiality
3. Oversight of programs
4. Expanding successful programs outward to others
5. How do you define affordable?

JOBS:

What:

1. Pay livable wages
2. Put businesses/factories/jobs where people are - offer incentives to companies
3. Public transportation
 - a. Smaller bus lines to connect to larger ones
 - b. Focus groups to improve transportation system
 - c. Company bus passes
 - d. Company vans
 - e. Finance the current system more fully

Who:

1. Chamber of Commerce
2. Business community
3. Governmental bodies
4. Transportation services
5. State legislature - funding for transportation

Concerns:

1. Livability - buses flying through residential neighborhoods
2. Improving the current system

HEALTH CARE:

What:

1. Make people aware of resources (sliding fees, programs)
2. Public service time donated in exchange for tuition (set up clinics)
3. Stress preventative care
 - a. Canadian example - monthly payment if current on check-ups
 - b. Well Child Programs
 - c. Women, Infants, and Children
 - d. Prenatal care
 - e. MinnCare
4. Coverage for the working poor

- a. Educate people about what is available
- b. Resource center packets (put together with community service time)
- c. Make sure people are not falling through the cracks)
5. Health care reform is needed (lobbying)
6. Volunteers to educate people (through churches and community groups)
7. Add health care and education to school curriculum/programs.

Who:

1. Social workers
2. Public Health Department
3. Resource Center
4. School nurses
5. Citizens lobbying

EDUCATION:

What:

1. Smaller class sizes (help self-esteem, compassion, and learning)
2. Children STAYING in the same schools - less moving around
3. Programs to prevent drop-outs
4. Dealing with truancy
5. School uniforms
6. Head Start
7. Parent Education
8. Support for families in poverty, crisis, or stress like a job loss
9. Build up non-education support system so schools are not overwhelmed
 - a. Parent education
 - b. Mentoring
 - c. Child care
 - d. More money to community supports
 - e. Head Start
10. Volunteers

COMMUNITY CIRCLE MINUTES

May 13, 1997

Future events were announced. This was our last discussion group meeting, but there will be a metrowide follow-up forum on May 29th. Dr. Devlin mailed information to all participants. There will be an all day session on June 16th also. Volunteers are needed. Please contact Dr. Devlin at 798-6012 if you are interested in attending.

Several articles were shared. The events of the last meeting were reviewed.

Discussion continued on the following points:

DAY CARE:

Pairing people up with others with similar needs

- day care at work places
- co-op day care (sharing responsibility; trust is needed; neighborhood based, work-based, or school based; short-term for doctors appointments or long term)

Child care centers near transit hubs

- quality providers who are paid livable wages

Adjust bus routes to serve needs for day care

Provide day care at non-traditional times

Pair day care with schools

Expand current services

- long waiting lists for both space and help with sliding fee scales
- allow services to continue if they begin working but wages are still low

Add service to provide day care for those being sent to work through welfare reform

- more facilities
- more providers
- home day care

Affordable day care at businesses for employees

Start schools at earlier ages - 3 year olds (similar to the European system)

Build in tutoring to supplement schooling

Utilize churches and buildings

Train parents (this could lead to jobs in day care later)

Expand use of volunteers (senior citizens - good resource)

Senior citizens and young parents could help each other out through a barter system or jobs co-op (short-term day care for lawn work, etc.)

Concerns:

- too expensive
- unsupervised children result from being day care being too expensive

EDUCATION:

These are additional comments to add to the ones from last meeting:

- make it more challenging
- change schedules and structures to meet the needs working parents
- school buildings are resources for day care, etc.

PERSONAL SUPPORT:

Welcoming people to the community
 Helping neighbors in crisis
 Expand Neighborhood Watches to focus beyond just crime and also include apartments in neighborhood groups
 Provide listings of community services and resources for new residents (in languages beyond English, too)
 Set up a buddy system or mentors to help people learn the system (schools, community, and jobs systems)
 Make local papers available to apartment dwellers
 Phone helplines should be in multiple languages

SUMMARY:

As we began drawing the meeting to a close, we realized we still had multiple perspectives. Some members wanted to focus on support for morale and the human spirit; some wanted to focus on support for basic physical needs such as housing and jobs; and some wanted to focus on both.

Another difference was whether we should focus on short-term or long-term goals. It was decided to mention some of each.

Finally, we discussed whether the best way to help children was to help their parents or to focus on the children.

It was pointed out that discrimination is still very real and comes in a variety of forms. Since it is still entrenched in our society, it is important to work at changing our little corner of the world and take small steps toward long-term goals that will help the entire metro area and society as a whole.

LONG-TERM SYSTEMS CHANGES

- work for stability so children are not changing schools frequently
- work for livable wages
- provide affordable single and multiple family housing
- improve our public transportation system
- create livable communities
- increase funding for areas with high needs
- provide personal support that goes beyond material things and instills self-esteem, hope, a sense of community, etc.
- focus on children and their needs
- provide affordable day care
- provide access to affordable health care
- support and enhance family and parent education programs

SHORT-TERM STEPS:

- expand Neighborhood Watch programs to include community building
- set up co-ops for day care and other services
- facilitate volunteerism
- set up team for community welcome visits and support services
- work through structures already in place in churches and schools and support them more fully
- focus on providing personal support and building community within neighborhoods
- provide emergency support through programs like crisis nurseries and food shelves

I hope this accurately summarizes the discussion. If you have any corrections or suggestions, please call me at 798-6769.

Mary

EDINA CIRCLE
-EDINA SCHOOLS-

Edina

**Edina Public Schools
Community Circle Collaborative
May 27, 1997**

Below are conclusions after five meetings, and ten hours of discussion. The group includes parents, staff and long-term residents of Edina. The group will continue to meet and is considering action steps. The group invited speakers to provide information in addition to the Community Circle Collaborative study guide and Yosef Mgeni's comments at the opening event. The speakers included Police Chief Mancel Mitchell from St. Louis Park, an Edina resident and former member of the Edina School Board; Jim Hilbert from the Center for Race and Poverty at the University of Minnesota; Gene Sylvester, a participant in the Golden Valley Collaborative Group; and Assistant City Manager Gordon Hughes of Edina. The group next plans to meet with the City of Edina Human Rights Commission, and the Mayor.

We are participants in the Edina Public Schools "Community Circles" groups. The group was convened by the Edina Public Schools which has provided staff support and facilitation. We are one of approximately 50 such groups engaged in a metrowide dialogue intended to bring together people from all walks of life who (among other things) endeavor to:

- Explore the extent of housing, job and school segregation in the Twin Cities area with particular attention to socioeconomic as well as social segregation, and factors that tend to continue to cause increased segregation.
- Explore the inter-relationships between having segregated schools and the wide variation in academic achievement as well as life opportunities (jobs).
- Explore the consequences for children, families and the wider community of a society that is increasingly characterized by segregation and socioeconomic disparities.
- Investigate our individual and collective responsibilities toward a remedy for such disparities and strive to develop a shared vision of what citizens want their community to be like for their children's generation.

We have come to the shared realization that:

- Our group needs to be more economically, racially, ethnically and politically diverse.
- It is important that we share current, accurate information about these issues with our community leadership and fellow citizens and invite reflection, response and shared responsibility for efforts at remedial action.
- We agree with Mayor Glenn Smith (See Spring, 1997 "About Town") that the vitality of the inner city, livable communities legislation, county welfare programs, traffic, commercial development, aircraft noise, crime, and police and fire protection, affect the quality of life in the whole region.
- That no single community can "build out" social disintegration any more than they could build a wall high enough to keep out environmental pollution. The impact of change affects us all and as Edina citizens we have a role to play in shaping the future.

Some trends and facts for consideration and communication

The sources of these are CCC materials but need to have original sources listed.

Some trends and facts for consideration:

1. The poverty level is now defined as slightly over \$12,500 per year for a family of three or a full-time job at \$6.03 per hour.
2. Nearly two of every three people living below the poverty level are white.
3. Children, particularly children of color, are most affected.
 - The poverty rate for children in the Twin Cities nearly doubled, increasing over the past ten years from 18% to 31% in Minneapolis and from 15% to 27% in St. Paul.
 - More than half of African American, American Indian and Asian children in the Twin Cities are living below the poverty level (Indian children - 66%, Asian children - 69%).

4. The Twin Cities housing market locks low income householders into the central cities. Economic growth is occurring outside the core of the region, and creates a geographic barrier to poor people's ability to find decent paying jobs.
5. Affordable housing (U.S. Government criteria) is housing that costs less than 30% of a household income. Less than 25% of the 63,155 metro area households earning under \$10,000 had affordable rental housing in 1990. 37,000 households in the region spend more than 50% of their income on housing.
6. The number paying over 35% of income for rent increased by more than half between 1980 and 1990. Affordable units decreased (Met Council report).
7. Minneapolis/St. Paul contain over two-thirds of the metro area's units renting under \$250 per month. Outside the Cities 23,400 low income households are competing for the 8700 available units of affordable housing.
8. The average 1991 rent for a two or more bedroom unit in Minneapolis was \$496 (twice the government definition of affordable rent for a low income family).
9. The study by the Institute on Race and Poverty reports a suburban preference for mixed neighborhoods and schools by whites to be 50%.
10. The consequences of persistent segregation have proven to adversely impact educational achievement, set limits to housing opportunities and adversely spreads from the urban core to the entire metro area.
11. Concentrated poverty can be attributed to a number of structural causes:
 - Federal, state and local government
 - FHA financing requirements
 - Public housing sited (ghettoized)
 - Exclusionary zoning (State gives cities power to zone, e.g., large lots, expensive, etc., keep poor out)
 - Realty and financial practices still continue
 - Racial steering
 - Redlining
12. Minneapolis/St. Paul rank #1 in the U.S. in poverty rates for people of color (e.g., 44.6%). We rank third in the U.S. when you consider the entire metro area (e.g., 34.7%).
13. Between 1980 and 1990, 67% of new jobs in the Twin Cities region were centered in the suburbs.
14. The 1990 per capita income for the region's people of color averaged \$8500 compared to \$18,000 for whites.
15. Over 73,000 people in the region currently live in poverty.
16. The poverty rate in Minneapolis is 18.5%, in St. Paul it is 16.7% and in the suburbs it's only 4.54%.

Questions for discussion with the Mayor and other community leaders:

Given the reality that vitality and quality of life in the inner city effects the vitality and quality of life in the whole metropolitan region and vice versa, it seems certain things need to happen in the inner city and certain things need to happen in Edina to bring a halt to social disintegration and destructive trends.

What then specifically do you believe needs to happen in the inner city, in Edina and in concert or coalition in both the inner city and Edina to assure the health of the entire region?

What support can concerned citizens provide to assure that needed changes occur through governmental or community action?

EDINA PUBLIC SCHOOLS
Community Circle Collaborative Focus Group

Meeting: April 10, 1997
District Media Conference Room
4 - 6 pm

Present: Wendy Bennett, Fran Carr, Julie Deitte, Merritt Goldthwait, Laura Tueting Nelson, Rafael San Juan, Bette Schelper, Jim Siefkes

Introductions with your goal or expected outcome for this group.

Expectations

- Diversity in the schools (more impact)—group will probably not impact housing in the community. More diverse staff and student body.
- Work with parents—it starts at home. (Workshops with parents)
- Bus to subsidized housing.
- Recruitment of teachers for more diverse staff—waivers.
- Ethical values continued at the secondary level so it becomes more institutionalized—spoken about, seen around a lot.
- Raise level of consciousness.
- Close gap between those who have and those who don't.
- Churches can perpetuate values but are not always good role models. (Oppression of people if they are not like ourselves.)
- Public forum (town meeting)—Expand the forum, get dialogue going with those who disagree.
- Interested in the housing issue—it is not enough to just have subsidized over there and everyone else feeling safe over here.

Laura shared that WMEP (West Metro Education Project) is working on a multicultural school in downtown Minneapolis, one in Robbinsdale and, hopefully, one will be established in the west metro area.

Fears

- Cozy—Stay too enclosed. Preaching to the converted.
- Conflict—Saying something they believe in but might offend someone else or make them uncomfortable.

Ideas presented:

Community Circle Collaborative wants people talking about these issues—people are better informed and will talk with their legislators.

The concept comes out of town meetings on the east coast for decision making.

The agenda is dialogue.

Town meeting with a speaker and perhaps a panel discussion on the pros and cons.

Town meeting regarding the proposed multicultural school.

Community Circle Collaborative Focus Group

Meeting: April 17, 1997
District Office Conference Room
4 - 6 pm

Present: Wendy Bennett, Fran Carr, Julie Deitte, Merritt Goldthwait, Kathy Haymaker, Roger Heegaard, Laura Tueting Nelson, Bette Schelper, Sandra Stevenson

Guest: Mancell Mitchell

Mancell Mitchell, police chief for St. Louis Park and former Edina School Board member, spoke to the group regarding his experiences as police chief and what it is that SLP residents want in their neighborhoods. They have done surveys and residents have indicated that speeding, junk cars, unkept yards and crime are some of the main concerns of neighborhoods. He thinks about the "liveability" of neighborhoods—the quality of life—and it's not just buildings. A series of incidents can indicate a problem. Feels that SLP welcomes minorities and communities of color. The city has a concentration of Jewish families and because of this is probably more tolerant. He shared that race can be an issue in law enforcement—there is a lot of denial. He feels that based on the percentages of arrests that involved people of color that profiling is going on. The crimes are ones of poverty. He feels that SLP is going to make it as an inner-ring suburb.

Community Circle Collaborative Focus Group

Meeting: May 1, 1997
District Office Conference Room
4 - 6 pm

Present: Wendy Bennett, Fran Carr, Julie Deitte, Carol Flint-Kaliebe, Merritt Goldthwait, Roger Heegaard, Laura Tueting Nelson, Jim Siefkes

Guest: Jim Hilbert

Jim Hilbert, program director for The Institute on Race and Poverty (funding provided by McKnight Foundation), addressed the group. He brought copies of a booklet entitled, *Examining the Relationship Between Housing, Education, and Persistent Segregation* (April 26, 1997) and a "Race and Poverty Fact Sheet." Among the research he shared was the fact that despite housing, anti-discrimination and desegregation laws that metropolitan areas still remain segregated by race and income. As a matter of fact, the gap has grown and widened in the last twenty years. A study done in the '70s found that the Twin Cities were starting to look like Chicago, Gary and Detroit—but...we still have time to change. Concentrated poverty has grown from the '70s to the '80s to the '90s. "Concentrated poverty" is when 40% or more of the people in the census tract live at or below the poverty level.

Community Circle Collaborative Focus Group

Meeting: May 16, 1997
District Media Conference Room
11:45 am - 1:30 pm (Lunch provided)

Present: Wendy Bennett, Julie Deitte, Carol Flint-Kaliebe, Roger Heegaard,
Laura Tueting Nelson, Bette Schelper, Jim Siefkes, Sandra
Stevenson

Guest: Gene Sylvester

Gene Sylvester, a member of Golden Valley's Community Circle Collaborative focus group, was invited by Roger Heegaard to attend our group meeting. Gene shared what his group has done so far and what they hope to accomplish in the future. One of the things they hope to work on is bringing inner city, low-income people to Golden Valley to work at good-paying jobs with benefits. Golden Valley has several large corporations such as 3M, General Mills and Honeywell who have offices within the city limits. One of the problems to providing these jobs is transportation for people coming to Golden Valley from Minneapolis—a sort of reverse busing. An option might be for the companies to provide a busing service. Golden Valley's mayor is very much involved and interested in the issues of desegregation, housing and education. The city is looking into incorporating 40% low income housing into its new developments.

Following Gene Sylvester's information-sharing, the Edina group listed some of their assumptions and options available towards the next step(s) for the group.

Assumptions

- People act out of self-interest.
- The number of single-parent households is increasing—healthcare, childcare, job training are all factors that are affected.
- The well-being of Edina depends on the well-being of Minneapolis and the region.
- Businesses will need workers.
- There are people of good will interested in the issues in Edina.

Options

- Meet with mayor and Board of Education
- Meet with the Human Relations Commission
- Meet with the Chamber of Commerce on jobs, training, leadership
- Meet with religious leaders
- Write the *Edina Sun-Current*
- Review school activities
- MCGFDA
- Recruitment
- Coordinated volunteer services
- Meet with local leaders of color and low-income

For the next meeting everyone will think of a question or message that the group will want to present. Laura Tueting Nelson will contact Nancy Atchison, Human Relations Commission, and Ralph Campbell, communications director for City of Edina, about meeting with the group.

Community Circle Collaborative Focus Group

Meeting: May 27, 1997
District Media Conference Room
Noon - 1:30 pm (Lunch provided)

Present: Wendy Bennett, Julie Deitte, Carol Flint-Kaliebe, Roger Heegaard,
Kristine Loubert, Laura Tueting Nelson, Jim Siefkes, Sandra
Stevenson

Guest: Gordon Hughes

Gordon Hughes, Assistant City Manager for Edina, discussed the City of Edina's policies and initiatives related to housing and desegregation. One-third of the housing in Edina is multifamily. The problem is affordable housing. There has been less incentive for developers to build rental properties since the tax shelter law changed in 1986. Two projects that the City has in place are Edina Home Partners with Norwest to help people with down payments and closing costs and the Fixer Upper Program.

Jim Siefkes provided some thoughts and perspectives of our Community Circle group along with some trends and facts for consideration in a two-page document with the heading "Rough Draft." This information was passed out to all the members present.

It was decided that the group should still meet with the Human Relations Commission to determine what action can be taken by our group.

Hopkins Community Study Circle

Discussion Themes Related to the focus 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?

Issue: **TRANSPORTATION**

Problems/Needs—

- Current transportation system does not support the needs of people to get from the city to the distant suburbs, where jobs are located.
- Transportation system is designed to serve the needs of middle-class, suburban workers; routes and schedules bring people into the city for jobs, and return them to the suburbs at the end of the work day.
- Location of suburban commuter centers requires car transportation in order to access bus transportation.

Some Solutions—

- Restructure metro transportation system to address changing demographic and employment scene.
- Encourage employers to provide shuttle buses to work sites from commuter centers in suburbs.
- Promote car pools and other collaborative measures to transport people to jobs.
- Locate child care centers near transportation centers.

Action Steps—

Issue: **AFFORDABLE HOUSING**

Problems/Needs—

- Low income housing is concentrated in certain areas and buildings.
- Low income people do not have access to loans needed to get into better housing situations
- Current system allows some communities to have little or no low income housing by design in order to keep out poor people and people of color.

Some solutions—

- Set policy that requires affordable housing to be dispersed throughout the metro area.
- Create loan assistance programs to enable people to make down payments on their own homes (be creative about repayment programs: "money circles," sweat equity, those that have helping out those that have-not)
- Locate affordable housing near bus routes so people can get to jobs and child care

Action Steps—

Issue: **COMMUNITY-BUILDING**

Problems/Needs—

- We need to do a better job of creating community where we know and are in relationship with one another; relationships are the key to bridging cultural and economic differences.
- We need to face up to the reality that people of color live with injustices on a daily basis; white people need to

they don't trust the system enough to get and stay involved in their children's learning.

- Education system does not and has not met the educational and social needs of children of color. There are always "exceptions to the rule," but there is little historical evidence that what we've been doing works. Need to move away from the "fix the kid" model and into a "fix the system" model.
- Language is increasingly a barrier to educational achievement.
- Many children come to school with sense of hopelessness about their future; basic needs (food/shelter/safety) are unmet.
- Educators and community members need to be in deep conversation about the effects of poverty on educational achievement. If not for reasons of humanity, then consider workforce demographics that demand solutions now for economic reasons.

Some solutions—

- Schools must create environments of inclusiveness where all can feel welcome and connected.
- The greatest diversity is among our children - schools can facilitate relationships among parents and children from different backgrounds to foster trust that allows children to get together and get to know one another.
- Schools must be authentic about value of/commitment to parent involvement.

Action steps—



St. Louis Park Public Schools

Education for Everyone

May 29, 1997

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

Dear Jerry,

Thank you for joining us at the May 21 meeting on community circles at the Lenox Center. We felt the discussion was excellent and will serve as a good starting point to begin a dialogue with the greater community here in St. Louis Park.

We have enclosed the meeting summary for your review. If you know of others who should be involved in this process be sure to get the names to Bridget Gothberg at 928-6063.

Again, thank you for your time, your ideas and your commitment to St. Louis Park.

Sincerely,

Gail Dorfman, Mayor, St. Louis Park
Charlie Meyer, City Manager, St. Louis Park
Jerry Timian, St. Louis Park School Board
Carol Johnson, Superintendent, St. Louis Park
Bridget Gothberg, Director, St. Louis Park Community Education

enc.

Community Circles Meeting Notes **May 22, 1997 , 6:00 p.m.-- 8:00 p.m., Lenox Community Center**

Attendance: Chi Chi Barghini, Gail Dorfman, Bridget Gothberg, Larry Hedberg, Carol Johnson, Sharon Johnson, Charlie Meyer, Dennis Ormseth, Curt Peterson, Jeannie Sealy-Smith, Shirley Shumato, Jerry Timian, Linda Trummer

Introductions were made by answering the following question: "What issues about housing and education impact your work or life in the community?"

Responses included: • stability impacts academic achievement, • community building/ sense of community, • how do we handle transitions?, • improving our surroundings and our safety, • transitional housing supporting schools, • mobility -- a negative -- families "on the run", • neighborhood development, • I worry about affordable housing because I worry about kids, • need to be more welcoming, • need move-up housing, • image issues, • diversity is important, • planning for late arriving students, • stabilize homes and stabilize schools--at least one of these two must be stable for children to learn.

Purpose of this meeting was to discuss sponsoring community circles to discuss housing and education issues. The first step would be this dialogue with community leaders. The state has suggested guidelines and timelines. It was determined that we would be taking a different spin in St. Louis Park.

Discussion was held around the purpose of this meeting and possible outcomes arising from this dialogue. Key points included:

- getting all voices at the table
- a key part of community circles is responsibility and empowerment
- many issues could be covered in community circles
- we should not duplicate Vision St. Louis Park, rather move to a different level as appropriate
- diversity is important to embrace
- building community is key

Next Steps:

1. Report to the community collaborative group that we are using a different timeline and a varied approach to community circles in SLP
2. Check to make sure this steering group has the right people
3. Develop a matrix of people and topics
4. Develop a plan and timeline
5. Define our mission for the community circles
6. Try to be ready for fall

Responsibility:

Gail Dorfman, Jerry Timian, Carol Johnson, Charlie Meyer and Bridget Gothberg will meet to start developing the matrix, plan and timeline and will call the next meeting of this task force.

Members of the group will get additional names of people who should be involved to **Bridget Gothberg @ 928-6063.**

GOLDEN VALLEY CIRCLE

MEMORANDUM

DATE: May 23, 1997
TO: Dick Little,
 Coordinator, Community Circle Collaborative
FROM: Mary E. Anderson

I. Golden Valley Study Circle Brief Summary Report

Ten persons participated, eight regularly. We met four times.

We posed the questions:

1. What are the impacts of existing patterns of job and housing segregation on both educational achievements and life opportunities for Twin City children and families?
2. What can we do about it in Golden Valley? In the Metropolitan area?

Our participants had a wide variety of knowledge and opinions about the issues. We had quite open and candid discussions with a good amount of listening.

After we shared information about three major topics - employment, housing, and education - we attempted to identify positive actions. These actions were in two areas: strengthening core city opportunities and strengthening suburban opportunities.

The most concrete result was a commitment to continue and expand the dialog.

We will meet in June to develop an action plan to expand participation of the business community, government, schools, religious community and general public. Ethnic and minority groups must be included. It was agreed that we need to have all elements of the community share their history in order to develop a common/shared history of practical values.

We also would like to have discussions with Study Circles from other areas of the region to add more diverse views.

As a group, we recognize that we have responsibility and a commitment to Golden Valley and to the region. We recognize that to build a solid base from which to influence and cause action will take additional time and effort.

II. Walter Gray will represent our Study Circle. Gene Sylvestre hopes to attend. If others respond to me, I will let you know.

I am including the list of participants.

ATTENDING

WALTER GRAY
GENE SYLVESTRE

GOLDEN VALLEY STUDY CIRCLE SUMMARY REPORT

CIRCLE PARTICIPANTS

Mary Anderson	Walter Gray	Birdie Martin
Henry Crosby	John Griffiths	Gene Sylvestre, Recorder
Ardyce Cibuzar	Bill Hobbs	
Carol Doten	Marsha Jacobsen	

BACKGROUND

At our first meeting on March 3, 1997, Mary Anderson reviewed the background of Study Circles nation-wide and planning of "Beyond Busing", the first community-wide study circle program in the Twin Cities. In preparation for this first session Mary, Walter Gray and Marian Helland were trained as facilitators.

Agreement was reached that our Golden Valley Study Circle will meet again at City Hall at 7:00 PM on the following dates:

Tuesday, March 25
Monday, April 14
Tuesday, April 22

Mary told why she was interested in becoming involved in "Beyond Busing" and asked each participant to do the same. As the Study Guide workbook has not been printed yet, Mary instead reviewed and passed out copies of "Guidelines for Study Circle Participants", "Beyond Busing", and an analysis sheet outlining the pros and cons of different approaches to eliminating the impacts of racial and economic segregation in the Twin Cities.

Discussion followed about how our group could be enlarged to include more diverse viewpoints. Mary reiterated that the Study Circle process doesn't focus on solving current situations, but rather to supply ideas for possible new ways to implement practical, doable recommendations to make a good community even better for all people.

Our group then reviewed the two basic questions we were asked to work on:

1. What are the impacts of existing patterns of job and housing segregation on both educational achievements and life opportunities for Twin City children and families?
2. What can we do about it in Golden Valley? In the Minneapolis metropolitan region?

Facilitated by Walter Gray , the group discussed three issue areas, one at a time: employment, housing and education.

EMPLOYMENT

The group felt that this was the key issue in helping low-income families and their children to live better and more productively. Several roadblocks stand in the way of achieving sufficient income to live well.

- Full-time, well paying job opportunities for many people are in the suburbs, not the inner city.
- But, transportation, simply getting to decent suburban jobs, is a problem if you don't have a car. Most of our group considered this a major unemployment and underemployment problem.
- In addition, many low-income people have fallen into "welfare patterns" and have given up accepting responsibility to earn a living without entitlements. Some of our group characterized this as "hopelessness." It stems both from racism and from being blamed for being poor. Racism plus classism.
- Attempts to get off welfare are often thwarted by money crises. Often, friends and families are not able to supply emergency funds to tide people over.
- People who are affluent and comfortable don't understand the impact of these money crises.
- Also, society has not accepted the fact that there are some people who are neither physically or psychologically able to work a 9 to 5 job.

Agreement reached that two considerations should be analyzed, increasing livable job opportunities by: 1) strengthening the core city neighborhoods, and/or 2) opening more job opportunities in the suburbs.

- Strengthening Core City Opportunities - Examples were given of relatively successful public/private U.S. projects where community involvement has worked well, including Atlanta and projects in the Twin Cities such as Project for Pride In Living (PPL) and Control Data's inner city factories. Key seems to be funding of neighborhood entities.

Pros: Long-term neighborhood benefits significant. Could enhance educational achievements in core area as "better paid parents lead to better educated parents who would demand better neighborhood schools."

Our group felt that strengthening core neighborhoods would produce "ownership" of resources, a sense of pride, achievement and "community."

Cons: Difficult to pull off. Many obstacles, takes long time cooperation, long-term financial commitments.

- Strengthening Suburban Opportunities - "Two-thirds of the new jobs are in the suburbs. So go where the jobs are." Develop plan to assist inner city neighborhood people to get to these jobs. Build long-range suburban plans for transportation, child care, and health care. Plymouth's recent Job Fare was cited as an example of how suburban communities can combine private resources (i.e. Chambers of Commerce, Rotary, Lions) and public resources (i.e. city government, state and federal agencies). Reverse commuting can help.

Pros: Probably helps get more people to available, better paying jobs quicker than rebuilding the core city.

Cons: May drain opportunities for inner-city core neighborhoods to build their own job and school resources. When core city residents commute to suburban jobs, they would probably have less time to spend with their families, their schools.

Our group felt strongly that the disintegration of families (in both core city and suburban neighborhoods) has created major employment problems. "Parents everywhere are on overload.)

HOUSING

In the 50s and 60s, realtors and developers focused on residential housing for middle- and upper-income people. To help low-income people, the government built affordable housing. The private sector did not. However, this government housing was placed mainly in the inner city and housing segregation led to job and educational segregation. Further hurdles occurred:

- Middle- and upper-income neighborhoods resisted "change." "People like to be with people like themselves."
- After time, more affluent neighborhoods essentially accepted socio-economic "redlining." Today this reality is perpetuated.

- If the economic bottom line drives the process, then a rising economy should diminish segregation..

But does it?

- Strengthening Core City Opportunities - Here a major problem is the older age of much housing. Rehabilitation is essential, not just demolition and development of new housing. How could this be done? Through government programs, primarily. It was felt that private developers of low- and moderate- income housing must be concerned with profit and only through government incentives (i.e. tax increment financing) could the core city become "profitable" for building housing.

Pros: PPL was mentioned again as a Twin City model for building core city neighborhoods by involving local residents. PPL's goal is self-sufficiency for people, including not only housing, but jobs, stores, training in home maintenance. . . all in all, neighborhood development of families.

Cons: Takes time and money.

- Strengthening Suburban Opportunities - We felt the suburbs must have a role in opening housing opportunities for moderate- and low-income people.

Pros: Some resource groups already exist to support expansion of suburban housing, including local suburban housing authorities, congregational groups, human rights commissions, Leagues of Women Voters, supporters of Metro Council housing initiatives.

Cons: Public awareness and concern for affordable suburban housing in the Metro area is nil. Further, necessary coalitions of suburban supporters (i.e. businesses, governmental, religious) doesn't presently exist. Cooperation is yet to be developed.

"Regardless of where people live, they should have power to influence change for their families and communities." We felt this was key to helping build stronger, less violent communities.

EDUCATION

Questions were asked about how do we really know that many students don't have the support system they need to do well in school. We know because of low test scores, truancy, disruptive student behavior -- a range of reasons. "It's not the schools' fault in many cases, but the parents."

How can parents and educators collaborate in the best interest of students? By attending more counseling conferences, by becoming active in PTAs, by seeking community help from citizens. How can we increase success? By investing ourselves and by investing more dollars and requiring more accountability.

What about situations where a parent can't or won't get involved? This may be one of the primary reasons for low achievement.

It is felt that Golden Valley is a community divided in its school support. The closing of Golden Valley's schools provoked this division.

STUDENT VALUES

As a group, we felt that it's most important for students to be given a sense of values. Values and a willingness to work hard are primary. How are values imparted? Through religious training, through adult modeling, through participation in community groups such as the "Y", Big Brothers, Scouts -- some of us felt that each community has to define its own common-shared values before we begin to "impose" our personal, individual value on others.

"People in a community need to know their own history -- need to know where by come from. That's the only way to know where they might go."

Possible Action

"All elements of a community need to share their history in order to develop a common/shared history of practical values. The essential community "elements" should include such groups as business, government, education, housing, unions, religious, ethnic, minority, as well as the "general public."

Questions were raised about why would people from these elements be interested? What's in it for them?

- **Business:** would become known as a good corporate citizen. . . with well-trained employees. . . building good community relations. . . making more profits!
- **Government:** would benefit from development of shared values by taking a pulse of what's really going on. . . getting feedback on government policies and actions. . . improving the community "image". . . enhancing the "alternatives" within the community.

- Congregations and Religious Organizations: would benefit by getting more members. . . more income, developing community "outreach". . . practice what they preach. . . moving outside the congregational walls. . . improving their image as caring, helpful organizations.
- General Population: would feel a community pride and ownership. . . could benefit from rising property values. . . get a sense that any community is only as solid as its children in its schools.

Organizing a Plan

Who would begin this development of common and shared values? For example, is now the time to broaden our Golden Valley discussion by combining with a core city group? Could we also set up a task force made up of representatives of each of the community's "elements." Purpose could be to design a series of discussions:

- First, hold Town Meeting-type discussions within each "element" grouping. Purpose: to draw up a list of values, goals, hopes.
- Second, bring together in discussion representatives of each of the "elements." Purpose: to search together for what we share, what we all hope for, what we would work to accomplish.
- Finally, hold a series of community-wide, public Town Meetings, each focusing on a single-issue area (i.e., public schools, affordable housing, decent wage jobs).

NEXT STEPS:

Our group agreed to participate in two further discussions:

May 29 - Study Circle Forum: to be held at Macalester College. A "report" workshop for all metropolitan study circle groups. Walter has agreed to give our report.

June - Sometime next month (possibly June 23), our group will meet again to discuss where we're at, what "allies" we should start working with, and who will agree to do what.

ASCENSION CATHOLIC CHURCH - GROUPS +
PARTICIPANTS IN NORTH MPLS BROOKLYN CENTER
AND BROOKLYN PARK CIRCLES

Our two Community Circle groups had twenty-one (21) participants including four facilitators. We also had recorders for each group. Our groups were diverse, consisting of Caucasians, African Americans and Latinos. The ages were from the 20's to the 70's. We were nearly evenly divided between inner city and suburbs.

Our discussion covered both housing and education. A summary of recommendations were:

1. More teachers - smaller class size.
2. Increase in after-school activities, either at school or Community Centers; especially music and theatre arts.
3. Community effort to recruit mentors and tutors for children.
4. Business involvement to help students visualize careers and the learning skills needed for those careers.
5. A longer school day and year. Also an attempt to stagger hours to better utilize the building.
6. An increase in Magnet Schools; also the ability for students to cross district lines to attend the school of their choice.

Our recommendations dealing with housing and transportation include:

1. Improve the housing in the inner city.
2. Initiate programs to develop community pride.
3. Provide suburban housing in all price ranges.
4. Eliminate racism in banking and real estate.
5. A better public transportation system.
6. Businesses that depend on entry level jobs should be located where they are accessible to people seeking those jobs.

ASCENSION CHURCH, NORTH
MINNEAPOLIS, NORTH SUBURBS CIRCLES

BEYOND BUSING:
A Nationwide Dialogue on the challenges of
Education and Housing Segregation.

March 2, 1997

Housing: Affordable, close to work. Provide entry level jobs with higher level available so people can move up to better paying jobs. Education should be available.

Two themes, 1) Economics, 2) Government intervention are necessary to solve economic problems with education available.

Consensus: Education is most important. You can work yourself up from whatever circumstances you are in by taking advantage of opportunity afforded if you have the education.

It is important to educate parents to the importance of education for their children, and help them to know how to encourage their children. It may be necessary to start with one family who can begin to turn the tide.

You can't learn if you are hungry.

One panelist talked about her school experience and her husband's that they emphasize education to their children and supervise and encourage them, including telling them they are expected to go to college; expected to do their homework and supervising on a daily basis.

What do you do in school with kids who do not perform and skip school and exhibit other problems when they come from a "don't care" situation?

A problem is people who do not care! Parents who tell their kids they don't have to do homework or do what their teachers say — then complain to the teacher if they do not pass their children.

Some parents in any situation are simply not interested. Their family of origin were not interested in education and we need to begin by helping parents learn how to develop their families.

Some kids are from such dysfunctional families that it is almost impossible to work with them. We as a community must find a way to deal with children of these families.

Minneapolis students start so far behind because of conditions in the community that they need more money to catch up.

We need to work on physical structures of neighborhoods, social problems, religious structures.

Setting disruptive kids off school and letting them roam the streets is not a solution. Suggest there should be a program where kids must report at 9 a.m. in a central location and be made to work. If he doesn't appear, he goes to a place where he is locked up.

Prison costs \$32,000 a year. Way too high. Prisoners should have to pay their own way.

Young children 1-4th grade are full of enthusiasm. What happens to that enthusiasm as they grow older? What are we doing wrong as this happens? How can we change the system to sustain their enthusiasm, especially in the face of uncaring families and poor example from other students? How do we sustain self pride in students? How do we motivate parents who are on drugs, etc. to want anything different for

March 2, page 2

themselves or their children.

Suggested solutions: to pair the plus kinds of people with the negative kinds of people within the community and outside of the community and to mentor those who need help.

It was suggested that we need education for the mentors so they know how to deal with these persons who need help. How does this work across color lines? Color aside, how will the people who need mentoring accept it?

Can we ask the legislature to fund a program of this type in the schools? Would they be willing to offer a tax credit to the mentors for so many hours of service?

Should we be considering mentoring parents or children?

Mentoring is a long term commitment, 3 - 4 - 5 years. Everyone cannot give this kind of commitment.

Get information out there for existing programs which mentors can help parents find to address their basic problems.

People who need help do not know how to set goals for themselves. How can we teach them to set goals? Should we work to get our communities to set rules?

Block clubs need direction – probably goal setting – to formulate an effective course of action to battle the problems in their community. Block clubs are one of the most effective deterrents.

Many people remain on welfare because of health benefits.

Closure:

- 1) Mentor training
- 2) Block clubs - how can they be more effective?
 - a) Can sponsor mentoring
 - b) Can reduce crime.
 - c) Can work on helping to educate children.
 - d) Can get more votes out – educate about issues so people can vote intelligently.
 - e) Density of poor people in housing is too great and compounds problems.

Notes from March 10

From last week:

Schools -- Neighborhood
Parents can't help/participate when the Kids are across town.

Start with Sylvia reading an Indian prayer

Topics brought up for discussion:

City Schools have no resources
Discipline problem because kids come from poor families or only one parent (some no parents)
Spanish speaking children have to learn two languages.
Over crowding in the classrooms.
Doesn't believe in bussing, because their friends are in the neighborhood.
For children with language needs we should teach English with comprehension.
Government needs to conduct a study of the needs in the school. (inner city)
Kids need communication skills.
Need for more multi-cultural teachers/volunteers.
Kids need to learn English to get ahead in the world.
More teachers - ratio of kids to teacher.
More money for schools.
More tutors/volunteers/School aids (would also create more jobs.
More computers in inner city schools.
Getting Parent/Parents involved.
Need Mentors for the kids.
Kids have low self-esteem, need someone to praise them.
Kids get nothing at home, need teachers/volunteers to praise them.
could unemployed volunteer at schools for aid.
could unemployed help out at community centers for aid.
Teenagers want to belong to something, why not something like in the 30's National Youth Camps instead of GANGS.
Teenagers need to be taught pride in themselves. Learn skills.
Kids that get kicked out of school should be made to go to a community center, do not throw them to the streets.
It is not always the parents fault.
Gangs are looking for young kids to do their dirty work as they will get a lighter sentence.
Some parents need to work so they can not watch their kids and then they get into trouble.
Need more Policemen/Community service officers.
St Paul has truancy officers for kids that are not in school and this seems to be working.
Need training for people to help others.
Businesses allow employees time off work to volunteer at schools/community centers.
Businesses need to allow kids to come see what it is like in the work force.
Not enough pressure on Governor or Mayor to get more aid for the poor allocated to inter city schools.

If voters don't want their property taxes raised where will the money for schools come from.
If state took over school districts they could increase state funding of schools.

Housing:

Ten years ago the Federal government gave banks in the city over \$30 million dollars for inner city housing but money was used (misused) in Bloomington and other suburbs.

Real Estate:

Minority can't afford rents in the suburbs.
Minority can't afford to buy homes in the suburbs.
Not enough resources in the inner city to have decent housing.

Transportation:

Get a mass transit system - low cost transportation to where the jobs are - expand the bus system.
All types of housing should be available in all communities. Rent as well as to buy.
Not all minorities want to move to the suburbs as their Churches and communities are in the inner city. Their community is caring and feeling. Improve the housing in the inner city.
Businesses should cluster so transportation could be better. Shuttle buses.
Housing: focus on what is in the inner city-build it up.
Lot of Racism in banking and real estate.

Next week - solutions to housing problem.
- effect of having a lot of poor people in one area.

Jackie Holst

BEYOND BUSING:
A Nationwide Dialogue on the challenges of
Education and Housing Segregation.

March 17th Meeting

Sylvia started with prayer.

In two weeks we need a consensus for the planners of our area (Metro council on housing).

Education is the most important issue. Money for education is not divided equally. How can we get the inner city a fair allocation of resources?

We now close school for three months of the year. We need to make better use of our facilities. We need to look at how much time our kids are idle or out of school. Some are out at 1:30 p.m. Is five hours a day enough? Some countries have eight hour school days. A longer school day is good . . . and also helps families when parent isn't home.

Parks need to have better programs so kids could go there after school and learn home ec, music, dance, sewing and drama. Parks need better funding so they can offer programs. They need funding for teachers and aides at the Park. They need more volunteers, too.

We are the voice of the people.

We need to teach Comprehension..

We discussed a longer school year, staggered time on and time off. In checking the calendar, the kids have an awful lot of days off in the school year, so really are not even going nine months. The advantages and disadvantages of year long school were discussed. Also mentioned was the impact of the computer in the school. It was felt that we need more team teaching. Ages 1 through 6 has the greatest capacity for learning.

CONCENSUS:

- 1) We need a longer school day and year.
- 2) More teachers, aides / tutors are needed.
- 3) More recruitment of volunteers is needed.
- 4) More money should be spent for improved park programs (non-athletic). Parks should be an extension of education.
- 5) Kids need role models.
- 6) Kids need less emphasis on sports
- 7) We should NOT bus for numbers only (racial balance). We should bus for programs when necessary. Some schools have special programs to offer and interested students could be bussed in order to take part in them.
- 8) Look at Media coverage at schools. (example: at North High School the bad things are in the news, but the good programs are not..
- 9) Look at Media coverage on housing.
- 10) In one program business had an employee give time each week to teach business to kids and adults. This was considered helpful.

- 11) Media will influence good or bad about areas.
- 12) Related English . . . learn what terminology is related to the field the student wants to get into.
- 13) Encourage Corporate sponsorship. Internship for school kids to get into business might be beneficial. Get business or industry more involved in school, helping to teach what things are needed for kids to get into the fields they want to get into.
- 14) Teach kids how to act and dress. People dress differently for different jobs. Visual aids can be used to show them.
- 15) Suggest creative work/study programs . . . designed to let the student check out possible work fields. This is abused by letting kids get out of school to work at fast food places, just to get out of school.
- 16) Could magnet schools be open in the suburbs as well as inner city?
- 17) It is noted that in France there is kindergarten in an apartment building. Is this possible here?
- 18) "Won't . . . Don't . . . Can't.". There should be no such words . . . anything is possible.
- 19) There should be adult classes on how to raise a family in space rented by school districts in office space near where families live.
- 20) Discussion is healthy . . . it is necessary to come to conclusions.
- 21) When working together for a result, people forget about color or language.
- 22) More scholarships are needed to help kids to go on to school. We should subsidize youngsters to complete education.
- 23) There should be an entitlement for kids to have 16 years of school, like the GI bill where kids that leave school can come back to school and learn a trade.

Next week look at Affordable housing.

Recorder: Jackie Holst

BEYOND BUSING:
A Nationwide Dialogue on the challenges of
Education and Housing Segregation.

March 25, 1997

Sylvia opened the meeting with a prayer.

March 17th meeting was discussed and we will change the concensus portion to include all the points under the topics which follow it. The report will be retyped.

People who live in the inner city cannot afford transportation to suburban jobs even when it is available.

In areas that are largely rental properties, the properties are not cared for and home owners cannot sell for reasonable value if they wish to move. All areas should have a mix of people so that all people who have problems are not concentrated in a single area causing a concentration of problems and fewer and fewer solutions. I was suggested that more people should be helped to own their own homes rather than renting.

We must prevent people from becoming criminals through education. Only place kids can get love is from home, school, church. How can we deliver that to more kids to cut down on crime and disastrous lives?

It is suggested that schools get 15 or 16 kids with shop teachers involved in renovating old homes. The kids learn carpentry, plumbing, roofing, electrical work, painting, etc. and these skills are job skills for the future. The school would have to carry insurance for kids in case of injury. When homes are sold, some of them would be bought by families whose kids worked on the housing . . . these homes would be kept up.

Concensus:

- 1) There should be scattered site housing, with low income housing better dispersed in communities.
- 2) Major solution to bussing is to rexamine housing patterns.
- 3) Loans to purchase or improve housing should be available.
- 4) Use youth as labor and for instruction purposes to renovate housing and provide job skills.
- 5) Recommend that schools rexamine their curricula to be sure that they are meeting the needs of kids in the 90's who have the problems caused by poverty, etc.

COMBINED MEETING

When the groups came together they agreed on:

- 1) Need for mentors
- 2) Need for tutors.

Met with Tom and Audrey Schimmel who left their out-of-state jobs to work with the Cookie Cart on Fremont and Broadway. The Cookie Cart has homework space and needs tutors between 2 and 6 p.m. Are there people in this group who would be willing to work on education with kids

March 25th Report, Page 2

kids who are economically deprived?

A wrap-up meeting was scheduled at the Ascension for April 7th to wrap-up the results of these meetings.

The key is people power . . . not just throwing money at problems.

Concept: It was suggested that people tithe their time. 5% or two hours a week.

Recorder: Joan Braun

NOTES FROM THE MARCH 3, 1997 MEETING

Participating: Gary Nylander
Theresa Britts
Jerry Blamey
Joe Vadman
Sue Schmid
Jan Swanson, Jack Winkelman, Facilitators

Dick Little was identified as having offices with the Minneapolis Council of Churches.
Opinion of the reading material - complex

A definition of Desegregation and Integration was sought. Desegregation was defined as equal balance per statistics, an example is schools using a percentage. Integration means movement between and within the black and white society. Desegregation is imposed by government. The expectation was that all races going to school together would lead to integration which has not happened.

There are more middle class black families now than there were forty years ago.
There was a perception that integration would happen easily in the north once the battles of the 60's were over in the south.

Do heritage differences cause problems in a family?

Caucasian race ethnics have integrated in Minnesota e.g. Polish, Irish.

Ethnic celebrations are good but draw questions from others.

Keeping black people on the north side may keep them from participating in other ethnic celebrations.

Teaching other cultures in school curriculum would promote integration.

Ethnic and cultural programs are promoted in pre-school by the teachers.

The basis for busing children to school was based on a faulty premise - to give black kids a white education.

There is a void in teaching the cultures of America.

Certain magnet schools teach black culture in the extreme.

Kwansa is based on black nationalism.

We need pride in our cultures and we need to respect that of others.

Young Indians and Blacks seem to want to care for themselves because others don't understand them. Is this a reactionary response?

We need to be our own resources to construct our own future.

Northern Minnesota kids went to school days, parents at night because they understood the need to be Americans while maintaining their own cultural celebrations privately.

Southeast Asian people are now trying to assimilate in the same way.

Take pride in who you are but don't let skin color rule.

Have you ever experienced hopelessness based on something you can do nothing about - the color of your skin? When persons with white skin declare 'you can do it - just work hard', frustration seems to be the least reaction.

Black Male = Violence - is an image that goes out daily on TV news. Those who believe black males commit most crimes have their attitude reinforced. A bad attitude by a person applying for a job also reinforces stereotypes.

School teachers are predominately white and they are scared to death of the students. There are gangs in all schools. The level of violence has risen and has moved into the lower middle class.

There is more anger and it is based on materialism.

Parents are afraid to discipline their children.

Academic teacher training is good but they must be more sensitive to diversity. They must not be afraid of the kids. Their training is presuming that all children are perfect. There are too many children in a class. There is not sufficient social service help. Every school should have two or three councilors.

A teacher at Brooklyn Center High School started a lunch hour "burning issues pizza club". Kids with problems at home are invited to attend. It has been effective.

There is a program at the Y that includes 45 minutes of study (homework) and then use of the facilities which is working.

Parents need help with a wayward child. It is too late after he is in trouble. Society and schools need to tell kids there is a limit and a consequence.

Teachers must have sensitivity training. Mentoring programs are needed - black adults to work with black children. Kids must know they are wanted and worthy. Motivation must be there.

Resources were wasted in busing in order to achieve racial balance in schools. At that time housing was not open to minorities so busing accomplished desegregation.

Catholic schools are not free from prejudice. They teach Catholicism not Christianity.

Public school teacher training should include respect for all students.

Parents need to know the rules.

Parents (single mothers) in a survival mode cannot deal with involvement in the community. They can barely care for the basics. The community must supply help.

Welfare mothers will be put to work. Who will bring up the children?

Women need community - kids need to know that others care.

Community crime prevention programs have worked partly because of the social interaction.

A sense of neighborhood involvement is the important thing.

Is this easier to accomplish in neighborhoods as they are now or must they change?

Racism is alive and well. People can live where they want but that doesn't mean acceptance.

Fathers are not a factor in southern families, yet families survive. There is a strong matriarch.

Some need the strong component a father brings. Mother is doing the best she can - where is father as a role model.

NOTES FROM THE MARCH 10, 1997 MEETING

Participating: Gary Nylander
Theresa Britts
Jerry Blamey
Joe Vadman
Sue Schmid
Lea Collier
Edith Becquer
Amy Kunkel
Aurora Juarez
Jan Swanson, Jack Winkelman, Facilitators

How does racism and segregation of housing affect education?

There is nothing wrong with building community; with self-sufficiency; with building suburbs and suburban jobs.

People like to own land and to have privacy.

After the riots in the 60's on the northside, many people left the neighborhood. Those who are left are working to keep the block clean and free from drugs. It is not easy.

Middle class people are not wanted in some communities.

Suburbanites like to have the benefits of the city but do not like to pay for them.

Why does the City let the northside neighborhoods become run down? If there is spilled garbage, cars parked illegally, unpainted garages, etc. in other areas, the residents will be cited. The housing inspectors should apply the rules equally.

Landlords should screen tenants to prevent destruction of buildings. Some landlords don't care. There are two lists in housing, one is a systematic licensing list. Landlords with twelve or more property offenses are put on a 'repeat offender list'. Once they are cited, they have 30 to 45 days to meet code compliance. During that time the building cannot be sold. If the repairs are not made, the City can force the tenants to move.

A landlord is threatening to sell his property because of lead base paint orders, housing orders, high taxes. However a tax break is about to be put into place that will apply to landlords that make available affordable housing (\$600.00 per month) to persons below the medium income range.

A program underway is "Ten Thousand Windows". The first people to whom this will be made available are those with children with raised lead levels in their blood. New windows should be an impetus to upgrade the rest of the house and to keep it clean.

Many caring landlords buy clothes, etc. for tenants.

What about people who move into a place and tear it up; the landlord makes repairs and the tenant trashes again? It is not always the landlord at fault in sub-standard housing conditions. Some tenants are destructive. Sometimes tenants sublease without the knowledge of the owner, children with blood lead problems move in, and when it is discovered, the owner is fined.

Make healthy communities out of substandard areas.

What makes a healthy community?

Parks with supervised programs, Schools with extracurricular programs such as chess/science clubs and band programs, Neighborhood houses with sewing clubs, Churches hold socials/dinners and invite the community to attend, Community centers with activities for all ages, Day care available at the community centers.

Government involvement is also necessary.

On the Northside there are strong block organizations and they have a good relationship with police.

Can the Northside be saved if all of the above is done?

Why lump the whole Northside into one? There are some bad areas but some people have lived in good areas for many years.

We need mobility so all low income people do not have to live in one area. If poverty is scattered, people rise to the level of those around them.

You can build a healthy community on the near northside. It will be difficult but there are churches and neighborhood houses that now work with these people. We need to get resources, money from the churches or the government and volunteers.

Volunteering is not easy. At the 'Y' the children want to make their own rules.

We need Park and Rec programs with strong leadership to have the opportunity to build community.

A problem is jobs are moving to the suburbs and there is no suburb-to-suburb public transportation. Plants are being built in Eagan. The north side of the city is not as affluent as the south. The airport brings people south. Business people want to live near their workplace and close to the airport.

The Metropolitan Council is appointed, six of the members are developers that make money with new developments, not with rehabilitating property.

As the housing goes further out, the inner city problems increase.

The Minneapolis Health Department office closed.

Rapid transport would help but if taxes aren't lowered, businesses will disperse. If they can get better workers here than elsewhere, they will stay.

There are six distinct neighborhoods on the north side of Minneapolis.

The Indian Community has witnessed a positive change as has the Phillips neighborhood.

What will attract good people to the community? Why is better screening not done?

People with a criminal history can be denied housing. People must sign a lease and must register the persons residing there. This is one way to keep track of the bad apples.

There should be some way of keeping track of people with criminal histories.

Neighbors have to look out for one another.

The Phillips resurgence started with one woman who was angry because of the lead paint in the houses. Her movement has gathered steam over six years.

Neighborhoods with strong block clubs usually have home owners who live there. Renters do not take interest. If people have an investment in the housing, they are more likely to take care of it.

Habitat for Humanity has rules. If you don't keep up the property, you can lose your house.

The Campaign for Human Development can get loans for low income persons to buy houses.

There is only so much money. What provides incentives to get people involved?

There has to be some money from government, some from private sources and there has to be some volunteers.

Personal responsibility is a requirement. Sometimes people have to be pushed into being responsible.

A problem is single mothers living in dreadful apartments with children who have inadequate supervision. It is not only single parents whose children are out of school at three o'clock with nothing to do. We need the community to start providing facilities to help.

There has been a breakdown of traditional values. Children growing up without two parents; the welfare system that promotes dependency; the economy that has made poor people.

There needs to be welfare reform. A child of sixteen who becomes pregnant in order to have someone to love her, to quit school and be supported by welfare has incorrect values reinforced. Parents don't teach values. They leave it to the government. If you are born poor, you find it easy to remain poor. Welfare sometimes takes away motivation. It is not easy to move from A to B once you are poor. Some have a 'welfare mentality' and have not a clue how to get off welfare. There will always be poor people.

Our obligation/responsibility is to share and to help the poor.

We shouldn't blindly give money away.

If there is a system, some people will beat it.

You should not generalize. Most people use welfare appropriately. Others can think only one day at a time. No matter what welfare reform is devised, there will always be people we have to take care of.

Huge housing developments lump all poor people together.

Welfare has helped many. There is abuse. Corporations get welfare and abuse it also.

Lutheran Social Services teaches community organizing skills.

Residency requirements (police, fire, government) cut down the labor pool.

Pilot City has proved to be a strong medical resource for the north community. Some of the doctors and nurses have been there since it opened.

Take Back the Night brings people together.

Gated communities pro or con?

NOTES FROM THE MARCH 17, 1997 MEETING

Participating: Gary Nylander
Jerry Blamey
Joe Vadman
Sue Schmid
Lou Collier
Edith Becquer
Amy Kunkel
Aurora Juarez
Jan Swanson, Jack Winkelman, Facilitators

Mobility is a problem. The poor don't have access to transportation. Until that is available, even if communities are willing to provide low income housing, unless there are jobs in the area, it is of no help. Plymouth businesses cannot find workers. The MTC provided transportation to a job fair but there were few takers. In Chicago, rail transportation allows people to live in one place and work in another. Transportation is the problem here. Car pooling could help if people would do it. General Mills initiated car pools in order to get workers. Individual communities can develop transportation under the umbrella of the MTC, i.e. Shakopee. They use the vans to get around within their own community. Create a central shopping area, including a grocery store and bank. Mobility means that people of all levels of society would be able to live in all areas. Mobility permits people to live where they want. Some don't want public transportation in their area. Local governments will see we need transportation and will find a way to work with the MTC.

We need a better mass transportation system. It would eliminate the need for several cars per household. Roads would not need continual widening. Why do people need to drive downtown alone to work? Status! It is cheaper to drive than use public transportation if there are two passengers. We make personal choices. America has a car culture.

We need training for people so they can qualify for skilled jobs. Jobs without benefits are more plentiful. There should be better programs to make healthcare affordable.

Some people drive downtown, into a ramp and don't go outside all day. Some are in and out of their cars all day, conducting their business. Park and ride facilities would help if people would use them. It costs \$20 a week to use the bus. There are other costs to society connected with driving a car - fumes, potholes, tires, sane lanes.

There should be a regional housing policy since busing hasn't worked. Should you be able to live anywhere you want? If persons of the same culture want to live together, is that wrong? People feel comfortable and protected staying near one another.

The community does not appear to be inclusionary, it more exclusionary, gated communities for instance. People are afraid of one another. As long as neighborhoods remain segregated, people will never get over their fears. Third ring suburbs look at the first and second and are wary. Brooklyn Center and Brooklyn Park concentrated problems in large apartment complexes. People are pretty protective of their communities. Low income housing should be scattered throughout a community. A high percentage of the people living in the large apartment complexes are law abiding.

What happens to the bad people when apartments owners won't rent to them - they move in with friends or sublease an apartment.

Washington County will build sixty single family homes. Where are the people from North Minneapolis who lived in the apartments that are now condemned? Minnetonka will build thirty

rental townhomes for persons in the \$16,000 to \$43,000 income range. Everyone should have a decent place to live.

Mayor Sharon Sayles Belton says it starts with personal responsibility and leads to community responsibility. Personal respect, family respect, community respect.

The government must have regulatory responsibility to care for people who can't look out for themselves.

Are you for mobility? Yes or no. People should be able to live where they want to, anywhere within their means. Don't use my tax money to help someone live elsewhere. There should be varied prices of housing in every community. Each community should share in low cost housing otherwise blight will spread from community to community. We need scattered site housing.

A letter was received from the police for reporting incidents - teenagers who threw stones at a white family; the next family in the house was a mixed couple, the man beat the woman; calling police to get reinforcements when other police were in trouble.

You cannot live where you want to. If people don't want you in their neighborhood, they will devise a way to get you out. Some communities won't permit lower priced housing.

Start with the family. Anyone can be a parent. Problems could be eliminated if there were stronger families, better manners, more discipline. There are problems of youths vandalizing, kids with guns. Parents should set good examples by caring for property not trashing it. Dispersing poverty will help but will do nothing for those left behind. The biggest challenge will be redeveloping and improving existing neighborhoods. Replace condemned housing on the Northside with low income housing.

A big problem occurs when both parents work and there is less discipline.

When you try to help disadvantaged people, irresponsible people will take advantage to get a free ride.

In high school, students should be taught how to balance a checkbook, how to have relationships with one another, how to operate a household. Family life classes try to teach students the problems of raising children. When a child is suspended from school, he is sent home. There is no parent there so he watches TV. The same thing happens in prison. It takes a strong teacher to teach life's lessons. When students misbehaved, a particular teacher made them apologize and to take personal responsibility. TV reports the bad news, the good falls by the wayside.

There are no classes to learn how to be a good parent. Parenting lessons are transferable to other aspects of life. Kids today don't have anyone other than parents to rely on. "It takes a village". Some people don't appreciate interference from neighbors.

Put front porches back on houses. When they were removed it isolated us. We have built our own cocoons. TV took people inside.

You can't legislate against discrimination (i.e. Maple Grove, Minnetonka). As you get to know other cultures, many fears disappear.

Being in the service you get the chance to meet many cultures. Everyone lives together. It might help to have mandatory service for young people today.

ASCENSION - GRP. 2

NOTES FROM THE MARCH 25, 1997 MEETING

Participating: Gary Nylander
Jerry Blamey
Joe Vadman
Theresa Britts
Lou Collier
Edith Becquer
Amy Kunkel
Aurora Juarez
Jan Swanson, Jack Winkelman, Facilitators

Those things we can agree on: there should be neighborhood schools, busing should be stopped and the monies re-directed.

Many successful minority students did not go to public schools.

The minority population at Park Center High School is 45% and most cannot qualify for sports.

Magnet schools are good.

The success of a student depends on expectations - what is expected from the kids. Teachers set the tone. North High gets much bad publicity.

Starving kids fail and there is more poverty in the inner city.

Teachers must be aware of the needs of children, must respect the children and be able to discipline the children.

It is not always a matter of money. We need teachers who care.

Teachers need workshops.

We need strong teachers, smaller classes. Busing doesn't make a difference.

If we go back to neighborhood schools, poverty areas must have the best, strongest teachers who challenge students. We need assertive teachers.

We need longer school hours. We must provide after school activities.

There is little discipline in the school. Open schools for after-school activities to keep kids busy.

Give different ideas a chance. Offer a variety of activities.

Kids through third grade are in day care. Fourth grade and up are free to roam the streets since they are too young to have jobs.

Park programs are no longer available because funding was cut. School could be longer and into the summer also.

If there is no busing, poverty areas need strong teachers. There should be more social workers in the school as well as teacher aides.

There are a lot of dysfunctional children because their parents are dysfunctional.

We need volunteers for tutoring. Parents need to be involved.

If we bus, have magnet schools. They are usually secondary schools.

Early testing stereotypes children. Some people develop late.

If a parent doesn't want their children to go to a neighborhood school, they should be allowed to go elsewhere.

Busing shouldn't be for quotas. It should be used to get students to the place they can get the best education.

Milwaukee provides college scholarships to students who agree to come back to teach.

We should offer scholarships to minority students if they will agree to come and teach.

TV will play up any story when they can get their cameras in place.

Newspapers have a better chance to evaluate.

What can be done to improve the communities people now live in. They live there for a reason.

The Cookie Cart needs volunteers to help kids with their homework.

Post-it [®] Fax Note	7671	Date	4/7	# of pages	2
To	John Winkelman	From	Isabel Slator		
Co./Dept.		Co.			
Phone #		Phone #			
Fax #		Fax #			

THINGS WE CAN AGREE ON

EDUCATION:

Magnet Schools

Students should have choice of schools at elementary level

Smaller class size

Strong/Best Teachers should be in schools in areas of poverty

Quality teachers have sensitivity

They expect students to succeed

They should be provided workshops

Challenge students

Organized activities after school hours

More Social Workers in the schools

More volunteers/mentors are needed

Incentive: Assistance for higher education if the student agrees to come back and teach in the community.

HOUSING/MOBILITY

OPEN HOUSING

There should be affordable housing at all levels within all communities.

MOBILITY

Develop light rail transportation and intra-community transportation.

JOB TRAINING

Builds stronger communities

Utilize community schools

FAMILY OPPORTUNITIES

Improve park districts/programs

Outside/inside community building/mentoring

MAPLE GROVE CIRCLE

MAPLE GROVE COMMUNITY CIRCLE

PROBLEM

The Maple Grove Community Circle feels that the most significant problem facing our community and most communities is the lack of family structure. The family has broken down into such small fragments that it is hardly recognizable in many areas. This breakdown has had severe consequences. These consequences include educational difficulties, women and children being thrust into poverty, children without parental influences, and deep seated frustration.

When we looked at the bullet points and charts, we were surprised at one statistic: the percentage of affordable owner-occupied housing in Maple Grove. After being skewered for years, Maple Grove has the third highest percentage of these units. We are only behind Minneapolis and St. Paul.

Our Maple Grove Circle had a difference of opinion on the existence of more than one society. One position was that there were three societies: very rich; working people; and the poor. Another position was that there were two societies: Those who work and those who don't. Everyone was united in the opinion that government created these different societies. Government has used the divide and conquer method to break society into various groups.

Our circle cited "institutional racism" as a myth created by many. First and foremost is the media. They assume racism exists, where oftentimes it doesn't. The Maple Grove group did not feel that race is a large issue. People are people, not matter what color or culture they are.

SOLUTION

Our circle felt that the solution to many of these problems is to work for personal responsibility. When individuals feel responsible for their actions and experience the consequences (whether positive or negative) they will be more interested in their personal choices. The best way the circle can illustrate this is by examining affordable housing.

Our circle also felt that there are ways our educational system can address these problems. We thought that the educational system needs to change the way children are taught. It is time to leave the premise that everyone is qualified to attend college. It is very important for our country to have mechanics, plumbers, carpenters and others who perform such useful tasks. Dignity is in all work and unfortunately that has been lost.

Our circle thinks that it is time for the schools to develop different tracks of learning. These tracks would be on a linear scale and individuals can move between the tracks. By addressing the strengths and weaknesses of students as individuals, we thought that our educational system can serve the public better.

CONCLUSION

Throwing money and good intentions at problems do not fix them. We feel that the only way to begin and accomplish this task is to take a hard look at the problems, who are involved and the failed solutions.

OAKDALE COMMUNITY CIRCLE(S)**Community Circle - Themes from Discussion at Oak Terrace May 1997****Now**

There is an apparent increase in concentrations of poverty in core cities and an increase of conflicts over race and poverty. Racism enters into the issues; society can't give up on confronting racism. There is a loss of community, of neighborhood support; multi-culture is good. Personal responsibility and opportunity to prove self enter in. Education is a key issue. Housing problems are complex. Past urban design divided communities. The economy is global; ending poverty is now more difficult. Poverty and racism have metro-wide impact. Current statistics and media do not furnish adequate, accurate, reliable information to the public. Media cause fear. Seeing issues as metro-wide is difficult without information.

Vision

See metro-wide community; integrated with no discrimination; with strong sense of cultural identity; communication; cooperation to deal with race and poverty. Personal responsibility; volunteer service to give back to the community; moral and spiritual values restored; ethical behavior. High school diplomas that mean something; education that prepares for job requirements; jobs available for all; decent housing; programs to keep up present housing; no empty lots; affordable housing near employment opportunities and affordable, good transportation.

Conclusions:**- Public attitudes show unresolved issues**

Affordable housing is generally not welcome in suburbs; is generally stigmatized as "public housing" or a source of bad social conditions; is believed to lead to lowering of property values or absentee landlords. There is a belief that low-income brings crime. An absence of skills and resources for keeping homes in good conditions is often not recognized; taxing can be a disincentive to home improvement.

Personal responsibility is low; hope in the future is low; many kids cannot see a life expectancy beyond age 20. Racism, classism, sexism, ageism have not gone away.

- And possibilities for solution

People in racially and economically integrated neighborhoods have better opportunities. District Councils can help neighborhoods resolve problems. There are models of affordable housing that have few social problems. Reconsider practices in school systems - discipline and distribution of technology equipment; adult education. Restore ethics and personal responsibility.

Revitalize core cities; consider the housing stock, industry, transportation in older suburbs. Equalize jobs in the suburbs considering also education, affordable housing, transportation close to jobs. Use the tax system to help; hold elected officials accountable. Provide more programs with government and community involvement, with fair distribution of resources. Bring more facts, especially about the metro as a whole, into citizen discussion circles.

EAST METRO/SUBURBAN-CITY CIRCLE (OAKDALE)
Community Circle - Themes from Discussion at Oak Terrace May 1997

Now

There is an apparent increase in concentrations of poverty in core cities and an increase of conflicts over race and poverty. Racism enters into the issues; society can't give up on confronting racism. There is a loss of community, of neighborhood support; multi-culture is good. Personal responsibility and opportunity to prove self enter in. Education is a key issue. Housing problems are complex. Past urban design divided communities. The economy is global; ending poverty is now more difficult. Poverty and racism have metro-wide impact. Current statistics and media do not furnish adequate, accurate, reliable information to the public. Media cause fear. Seeing issues as metro-wide is difficult without information.

Vision

See metro-wide community; integrated with no discrimination; with strong sense of cultural identity; communication; cooperation to deal with race and poverty. Personal responsibility; volunteer service to give back to the community; moral and spiritual values restored; ethical behavior. High school diplomas that mean something; education that prepares for job requirements; jobs available for all; decent housing; programs to keep up present housing; no empty lots; affordable housing near employment opportunities and affordable, good transportation.

Conclusions:

- Public attitudes show unresolved issues

Affordable housing is generally not welcome in suburbs; is generally stigmatized as "public housing" or a source of bad social conditions; is believed to lead to lowering of property values or absentee landlords. There is a belief that low-income brings crime. An absence of skills and resources for keeping homes in good conditions is often not recognized; taxing can be a disincentive to home improvement.

Personal responsibility is low; hope in the future is low; many kids cannot see a life expectancy beyond age 20. Racism, classism, sexism, ageism have not gone away.

- And possibilities for solution

People in racially and economically integrated neighborhoods have better opportunities. District Councils can help neighborhoods resolve problems. There are models of affordable housing that have few social problems. Reconsider practices in school systems - discipline and distribution of technology equipment; adult education. Restore ethics and personal responsibility.

Revitalize core cities; consider the housing stock, industry, transportation in older suburbs. Equalize jobs in the suburbs considering also education, affordable housing, transportation close to jobs. Use the tax system to help; hold elected officials accountable. Provide more programs with government and community involvement,

with fair distribution of resources. Bring more facts, especially about the metro as a whole, into citizen discussion circles.

Community Circle - Discussion at Oak Terrace - 5-21-97

Charts: Issues seen as unresolved in public attitudes and policies

Affordable housing is not welcome in suburbs

There is a belief that low-income inevitably brings crime

There is a belief that affordable housing leads to lowering of property values

There is a belief that affordable housing means public housing and that means bad social conditions

Keeping homes in good condition requires skills and money - sometimes not available to household

Taxing becomes a disincentive to home improvement

Personal responsibility is low

Many people seem to lack hope in the future

The -isms (racism, classism, sexism, ageism) have not gone away even though there is some discussion; there is hiding behind "political correctness"

More is needed for educating adults, not just children, for jobs

Parents need to teach values and discipline; but parents are working many hours - often because they have to - and are away from home - this happens across all classes; kids are raising themselves

We seem to be at a spiritual disaster; kids have little hope that they will not be killed before they reach age 20

Materialistic values have increased

Some stereotypes are valid; they come through experience; but is it valid to expand one experience to all other situations without getting to know persons

Issues that show possible solutions

People who live in racially and economically integrated neighborhoods have better opportunities

District Councils can help to resolve neighborhood problems

More duplexes and 4-plexes blended in as affordable housing might have fewer social problems; but the development and management is very expensive

Trust tenants to manage the property

Co-ops to allow a pride in ownership? But are they affordable?

Reconsider practices in the school system; for example sending students who have disruptive behavior to the school with state of the art equipment; compare the private schools which succeed without all the expensive equipment; but schools expel students having problems with discipline, imposing them on other schools

Get ethics back - basics that all religions accept

Consider the housing stock, the tax base, the industry in the East Metro older suburbs

Motivate people to maintain cities, for example Star Cities

We need to revitalize the core cities

We need to equalize the jobs in the suburbs; industry provides transportation from core city to jobs in some suburbs; why not affordable housing close to those jobs

Use the tax system to help

Provide transportation, education improvements

Hold elected officials accountable

Provide more programs with government and community involvement, with a fair distribution of resources

Bring more facts into citizen discussion circles especially about the metro as a whole

VISION FOR FUTURE

These solutions will be reached:

1. Recognize that our community is metro wide - not confined to just our own neighborhood
2. Really integrated
3. Less racism
4. No discrimination
5. Recognize that patterns of segregation affect opportunities
6. Talking together
7. People outdoors - on front yard, porch - walking
8. Strong sense of cultural identity
9. I somehow contribute to dealing with race and poverty
10. Individual responsibility
11. Personal responsibility
12. Acceptance
13. Cooperation of people
14. Togetherness
15. Giving back to community - volunteer service
16. Working
17. Job availability for all
18. Education - prepare to meet job requirements
19. High school diplomas that mean something
20. Shift back to the moral and spiritual values of our Founding Fathers
21. Ethical behavior
22. Decent housing only
23. Affordable housing near employment opportunities and transportation
24. Mix of affordable housing (both rental and ownership) in all communities
25. No empty lots
26. Programs to assist keeping up present housing - people helping people -as Habitat for Humanity
27. Affordable and convenient transportation
28. Good transportation
29. Better mass transit

Some problems:

1. Funding
2. Responsibility
3. Separated communities

BAYPORT CIRCLE

METROPOLITAN INTERFAITH COUNCIL ON AFFORDABLE HOUSING P. 05

"Do justice, love mercy, walk humbly with your God." Micah 6:8



Themes
facilitated
Scott Bol

~~Core~~
~~Don't wash hand~~
~~Stop brown field~~ |||

Neighborhood Revitalization ||

(con) People Need Real choices w/erthy line ||

~~#2 Market Forces~~

Tolerate other Values ||

(con) choices are too limited
for people in poverty ||

Reward Achievement ||

Con Coparenting a valuable tool ||

~~#3 Region Wide~~

IF look at ^{Solution} Region Wide could
Achieve Diversity & Economic Opportunities