



Education and Housing Equity Project Records.

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East Lake Circle Phone List

<u>Name</u>	<u>Phone Number</u>
1. Irma Kafalghazal	479-2511
2. Cornell Tahdooahnippah	646-5711
3. Janet Keefe	348-9502
4. Eileen Collard	724-5303
5. Maggie Gallond	722-1673
6. Richard Westley	722-2853
7. Lisa Mallon	341-1055
8. Kristin DeGrande	722-4529
9. Dennis Hayden	627-2704
10. Heidi Adelsmar	724-9025
11. Glenda Fulton	637-2132
12. Bob Milner	724-4296
13. Barry Kleider	722-9701
14. Cora Edwards	424-4135
15. Nancy Schraeder	726-1726, 341-1655
16. Rupert	728-9315
17. Joe Hensch	721-4793
18. Karima Bushnell (facilitator)	379-5989, 827-4424
19. Scott Boll (coordinator)	627-7229
20. Joann Gonzalez	869-3845

Community Conversation Circle - Newly Recruited Participants-10/21/98

Name	Site	Other Information
Irma Kafalgjazal 5215 Main St. East P.O. 433 Maple Plain, MN 55359 479-2511	East Lake	Cannot come to Oct. 29 session.
Peter Koelz 5833 11th Ave S Minneapolis, MN 55417 861-1867	Barton	Cannot come the first night (10/21/98)
Connie Scott Audubon School 4030 Chowen Ave S. Minneapolis, MN 55410	Barton	
Scott Skordahl 5917 14th Ave S Minneapolis, MN 55417 869-8464	Barton	

Names Not on List Previously Faxed

Talley Sjoberg 251 Appleby Hall 128 Pleasant St SE Minneapolis, MN 55455 626-7292	Pratt	Needs Directions
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New participants

East Lake?

10/19/98

- Joe Habermann
341-1616
822 8870

- Lynn Mayo 722-6703
E Lake.

- James Livingston
E Lake Library

(Wed)
- Terry Hingly 331-7138
331 NE

= Billie Howard
1511 Knox Ave N.
Mpls 55411

~~have already~~

Tarja Doroshov 827-3003
2609 Fremont Ave S. #B-13
Mpls

Need childcare

(over ↓)

Henry Terrell
Northstar 627-7080

Mary Feidt
Northstar 627-7080

~~May
Heart
listed~~ Evelyn Turner 767-6469
374-4880
2436 Sheridan Ave S.
Mpls 55405

Diana Sanders D. 523-6333
E Lake 3837 30th Ave S Mpls 55406
E 722-9324

Jerry Murphy D 823-5984
W 5
129 / W 50th 55419

Maggie Galland 722-1673
3916 46th Ave S 55406
3604
Need
childcare
E Lake

Minneapolis Community Circles, fall 1998
Participant Profile

4

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

Minneapolis Community Circles, fall 1998
Participant Profile

1. Community Circle Location E. Lake Library - Minneapolis
2. Community where you live: City Minneapolis Neighborhood? Hiawatha
School District Minneapolis
3. Community where you work: City Minneapolis Downtown or Business District? - home
4. Ethnic/Racial background?

<input type="checkbox"/> African American	<input type="checkbox"/> Hispanic/Latino/Chicano
<input type="checkbox"/> American Indian/Native American	<input checked="" type="checkbox"/> White/European
<input type="checkbox"/> Asian American	<input type="checkbox"/> Mixed Racial Background
<input type="checkbox"/> Arab/Middle Eastern	<input checked="" type="checkbox"/> Other <u>Jewish</u>
5. Gender Male Female
6. Age/Generation: Born in...

<input type="checkbox"/> 1920's	<input type="checkbox"/> 30's	<input checked="" type="checkbox"/> 40's	<input type="checkbox"/> 50's
<input type="checkbox"/> 60's	<input type="checkbox"/> 70's	<input type="checkbox"/> 80's	
7. Household/Family: Married/Partnered no children Married/Partnered with children
Single alone Single with children Minor living with family Room Mate
Other family configuration (e.g., extended family) Other Number in your household 3
8. Income Level: Low Moderate Middle High
9. Education (highest level attained): Grade or Middle School High School
College studies Community College/Vo-Tech College Degree
Graduate studies Graduate School Degree Are you currently a student?
9. Political Affiliation: DFL Republican Reform Other
Independent (no affiliation)
10. Political Perspective: Liberal Conservative Moderate
Libertarian Other
11. Housing Situation: Home owner Renter Landlord
Single-Family Multi-Family Other
12. Religious Affiliation/Faith Group: Catholic Protestant Jewish
Muslim Unitarian Other No affiliation
13. Employment/Occupation: Government Education Private Industry
Corporate Small Business Self Employed Non-profit
Not Employed Retired Other
14. Do you have children attending K-12 Schools? Public School Private School Other

Minneapolis Community Circles, fall 1998
Participant Profile

attended
4 meetings

1. Community Circle Location Lake Street Library

2. Community where you live: City Minneapolis Neighborhood? CARAG
School District ?

3. Community where you work: City Minneapolis ~~Downtown or Business District?~~ Neighborhood! Longfellow Community.

4. Ethnic/Racial background?

- African American
- American Indian/Native American
- Asian American
- Arab/Middle Eastern
- Hispanic/Latino/Chicano
- White/European
- Mixed Racial Background
- Other

5. Gender Male Female

6. Age/Generation: Born in... 1920's 30's 40's 50's
 60's 70's 80's

7. Household/Family: Married/Partnered no children Married/Partnered with children
Single alone Single with children Minor living with family Room Mate
Other family configuration (e.g., extended family) Other Number in your household 1

8. Income Level: Low Moderate Middle High

9. Education (highest level attained): Grade or Middle School High School
College studies Community College/Vo-Tech College Degree
Graduate studies Graduate School Degree Are you currently a student? No

9. Political Affiliation: DFL Republican Reform Other
Independent (no affiliation)

10. Political Perspective: Liberal Conservative Moderate
Libertarian Other

11. Housing Situation: Home owner Renter Landlord
Single-Family Multi-Family Other

12. Religious Affiliation/Faith Group: Catholic Protestant Jewish
Muslim Unitarian Other No affiliation

13. Employment/Occupation: Government Education Private Industry
Corporate Small Business Self Employed Non-profit
Not Employed Retired Other

14. Do you have children attending K-12 Schools? Public School Private School Other

Minneapolis Community Circles, fall 1998
Participant Profile

5

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

Minneapolis Community Circles, fall 1998
Participant Profile

4

1. Community Circle Location East Lake Library
2. Community where you live: City Mpls Neighborhood? Longfellow
School District Mpls
3. Community where you work: City St. Paul Downtown or Business District? Mpls
4. Ethnic/Racial background?

<input type="checkbox"/> African American	<input type="checkbox"/> Hispanic/Latino/Chicano
<input type="checkbox"/> American Indian/Native American	<input checked="" type="checkbox"/> White/European
<input type="checkbox"/> Asian American	<input type="checkbox"/> Mixed Racial Background
<input type="checkbox"/> Arab/Middle Eastern	<input type="checkbox"/> Other
5. Gender Male Female
6. Age/Generation: Born in...

<input type="checkbox"/> 1920's	<input checked="" type="checkbox"/> 30's	<input type="checkbox"/> 40's	<input type="checkbox"/> 50's
<input type="checkbox"/> 60's	<input type="checkbox"/> 70's	<input type="checkbox"/> 80's	
7. Household/Family: Married/Partnered no children Married/Partnered with children
Single alone Single with children Minor living with family Room Mate
Other family configuration (e.g., extended family) Other Number in your household
8. Income Level: Low Moderate Middle High
9. Education (highest level attained): Grade or Middle School High School
College studies Community College/Vo-Tech College Degree
Graduate studies Graduate School Degree Are you currently a student?
9. Political Affiliation: DFL Republican Reform Other
Independent (no affiliation)
10. Political Perspective: Liberal Conservative Moderate
Libertarian Other socialist
11. Housing Situation: Home owner Renter Landlord
Single-Family Multi-Family Other
12. Religious Affiliation/Faith Group: Catholic Protestant Jewish
Muslim Unitarian Other No affiliation
13. Employment/Occupation: Government Education Private Industry
Corporate Small Business Self Employed Non-profit
Not Employed Retired Other # VAC
14. Do you have children attending K-12 Schools? Public School Private School Other ECFE

Minneapolis Community Circles, fall 1998
Participant Profile

1. Community Circle Location East Lake Library

2. Community where you live: City Mpls Neighborhood? Seward
School District Seward

3. Community where you work: City Mpls Downtown or Business District? Seward
Now Retired

4. Ethnic/Racial background?
 African American Hispanic/Latino/Chicano
 American Indian/Native American White/European
 Asian American Mixed Racial Background
 Arab/Middle Eastern Other

5. Gender Male Female

6. Age/Generation: Born in... 1920's 30's 40's 50's
 60's 70's 80's

7. Household/Family: Married/Partnered no children Married/Partnered with children
Single alone Single with children Minor living with family Room Mate
Other family configuration (e.g., extended family) Other Number in your household

8. Income Level: Low Moderate Middle High

9. Education (highest level attained): Grade or Middle School High School
College studies Community College/Vo-Tech College Degree
Graduate studies Graduate School Degree Are you currently a student?

9. Political Affiliation: DFL Republican Reform Other
Independent (no affiliation)

10. Political Perspective: Liberal Conservative Moderate
Libertarian Other

11. Housing Situation: Home owner Renter Landlord
Single-Family Multi-Family Other

12. Religious Affiliation/Faith Group: Catholic Protestant Jewish
Muslim Unitarian Other No affiliation

13. Employment/Occupation: Government Education Private Industry
Corporate Small Business Self Employed Non-profit
Not Employed Retired Other

14. Do you have children attending K-12 Schools? Public School Private School Other
All have graduated - 3 children

Minneapolis Community Circles, fall 1998
Participant Profile

5

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

Minneapolis Community Circles, fall 1998
Participant Profile

1. Community Circle Location East Lake Library
2. Community where you live: City Mpls. Neighborhood? Kingfield
School District Minneapolis
3. Community where you work: City Bloomington Downtown or Business District? neither
4. Ethnic/Racial background?
- | | |
|--|---|
| <input type="checkbox"/> African American | <input type="checkbox"/> Hispanic/Latino/Chicano |
| <input type="checkbox"/> American Indian/Native American | <input type="checkbox"/> White/European |
| <input type="checkbox"/> Asian American | <input type="checkbox"/> Mixed Racial Background |
| <input type="checkbox"/> Arab/Middle Eastern | <input checked="" type="checkbox"/> Other <u>Asian Pacific Islander</u> |
5. Gender Male Female
6. Age/Generation: Born in... 1920's 30's 40's 50's
 60's 70's 80's
7. Household/Family: Married/Partnered no children Married/Partnered with children
Single alone Single with children Minor living with family Room Mate
Other family configuration (e.g., extended family) Other Number in your household
8. Income Level: Low Moderate Middle High
9. Education (highest level attained): Grade or Middle School High School
College studies Community College/Vo-Tech College Degree
Graduate studies Graduate School Degree Are you currently a student?
9. Political Affiliation: DFL Republican Reform Other
Independent (no affiliation)
10. Political Perspective: Liberal Conservative Moderate
Libertarian Other
11. Housing Situation: Home owner Renter Landlord
Single-Family Multi-Family Other
12. Religious Affiliation/Faith Group: Catholic Protestant Jewish
Muslim Unitarian Other No affiliation
13. Employment/Occupation: Government Education Private Industry
Corporate Small Business Self Employed Non-profit
Not Employed Retired Other works part time
14. Do you have children attending K-12 Schools? Public School Private School Other

Minneapolis Community Circles, fall 1998
Participant Profile

5

1. Community Circle Location East Lake Library
2. Community where you live: City MPLS Neighborhood? Field/Regina/Northrup
School District MPLS (South MPLS)
3. Community where you work: City MPLS Downtown or Business District? Dinkytown
4. Ethnic/Racial background?

<input type="checkbox"/> African American	<input type="checkbox"/> Hispanic/Latino/Chicano
<input type="checkbox"/> American Indian/Native American	<input checked="" type="checkbox"/> White/European
<input type="checkbox"/> Asian American	<input type="checkbox"/> Mixed Racial Background
<input type="checkbox"/> Arab/Middle Eastern	<input type="checkbox"/> Other
5. Gender Male Female
6. Age/Generation: Born in...

<input type="checkbox"/> 1920's	<input type="checkbox"/> 30's	<input type="checkbox"/> 40's	<input checked="" type="checkbox"/> 50's
<input type="checkbox"/> 60's	<input type="checkbox"/> 70's	<input type="checkbox"/> 80's	
7. Household/Family: Married/Partnered no children Married/Partnered with children
Single alone Single with children Minor living with family Room Mate
Other family configuration (e.g., extended family) Other Number in your household 4
8. Income Level: Low Moderate Middle High
9. Education (highest level attained): Grade or Middle School High School
College studies Community College/Vo-Tech College Degree
Graduate studies Graduate School Degree Are you currently a student?
9. Political Affiliation: DFL Republican Reform Other
Independent (no affiliation)
10. Political Perspective: Liberal Conservative Moderate
Libertarian Other liberal on care for poor, conservative on concern for the unborn.
11. Housing Situation: Home owner Renter Landlord
Single-Family Multi-Family Other
12. Religious Affiliation/Faith Group: Catholic Protestant Jewish
Muslim Unitarian Other No affiliation
13. Employment/Occupation: Government Education Private Industry
Corporate Small Business Self Employed Non-profit
Not Employed Retired Other
14. Do you have children attending K-12 Schools? Public School Private School Other

Minneapolis Community Circles, fall 1998
Participant Profile

14

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

Minneapolis Community Circles, fall 1998
Participant Profile

5X

1. Community Circle Location EAST LAKE LIBRARY

2. Community where you live: City ST PAUL Neighborhood? MIDWAY

School District _____

3. Community where you work: City MINNEAPOLIS Downtown or Business District? U of MN

4. Ethnic/Racial background?

- | | |
|---|--|
| <input type="checkbox"/> African American | <input type="checkbox"/> Hispanic/Latino/Chicano |
| <input checked="" type="checkbox"/> American Indian/Native American | <input type="checkbox"/> White/European |
| <input type="checkbox"/> Asian American | <input type="checkbox"/> Mixed Racial Background |
| <input type="checkbox"/> Arab/Middle Eastern | <input type="checkbox"/> Other |

5. Gender Male Female _____

6. Age/Generation: Born in... 1920's 30's 40's 50's
 60's 70's 80's

7. Household/Family: Married/Partnered no children _____ Married/Partnered with children PT
Single alone _____ Single with children _____ Minor living with family _____ Room Mate _____
Other family configuration (e.g., extended family) _____ Other _____ Number in your household _____

8. Income Level: Low Moderate _____ Middle _____ High _____

9. Education (highest level attained): Grade or Middle School _____ High School _____
College studies _____ Community College/Vo-Tech _____ College Degree _____
Graduate studies Graduate School Degree _____ Are you currently a student? _____

9. Political Affiliation: DFL _____ Republican _____ Reform _____ Other ~~DFL~~
Independent (no affiliation)

10. Political Perspective: Liberal _____ Conservative _____ Moderate
Libertarian _____ Other _____

11. Housing Situation: Home owner _____ Renter Landlord _____
Single-Family _____ Multi-Family _____ Other _____

12. Religious Affiliation/Faith Group: Catholic _____ Protestant _____ Jewish _____
Muslim _____ Unitarian _____ Other No affiliation _____

13. Employment/Occupation: Government _____ Education _____ Private Industry _____
Corporate _____ Small Business _____ Self Employed _____ Non-profit _____
Not Employed Retired _____ Other _____

14. Do you have children attending K-12 Schools? Public School _____ Private School _____ Other _____

Community Circle Project

10/98

To: All Community Circle Participants
Fr: Thomas Ross Minneapolis Urban League
Re: Community Circle Project Agreement

Participants,

Please accept this letter to confirm your full participation with the Community Circle Project. This American Civil Service Project will affect Local public opinion as well as Minnesota public policy. By signing this agreement you are committing to full participation on this Historic 10 hour conversion around this country's most difficult issues to discuss. How does racial and economic segregation affect housing and educational achievement and life opportunity of Minneapolis families and children? What can or should we do, as individuals and as community, to enhance the educational, housing opportunities in our Community.

Community Circles are small, highly participatory discussion groups that engage people in controversial, political, thought-provoking topics. A typical community circle will include 5-15 members. Each community circles will be as economically, ethnically, racially, and politically diverse as possible. Each group will meet for approximately 10 hours and be lead by co-facilitators from the alternative dispute resolution community. A common Discussion Guide that includes readings, presentations of a range of view points, and discussion Questions will be used by all groups. The community circle approach allows participants to address an issue, examine different views on both the problem and possible remedies, and pursue concerns and solution that interest and motivate members toward actions.

We in the community thank you for your time and open an honest participation

X

participant

X

Community circle organizer

Circle Project

Name

Phone / E-Mail /Address

X _____ x _____

Co-Facilitators

X _____

Recorder

Circle Participants

X _____

Circle Project Page 2

X _____

X _____

X _____

Please Check upon confirmation

Audio _____

Video _____

Translator _____

Local Newspaper _____

Dominant Themes from Previous Sessions (1-4)

(These reflect different comments, not a consensus. Copies of notes or minutes were provided to participants, either to read or to keep.)

Session One

From minimal notes taken by volunteer scribe on main subject of discussion, "how this issue concerns me."

Segregation: Segregation is unhealthy and embarrassing. Some rural areas have few or no people of color. Classism is fundamental and we don't know how to deal with it. Minneapolis is rich with opportunities for sharing, but ignorance and fear stop us. Seems like things are rigged to keep people divided and keep them from acting. History of economic unfairness makes change difficult.

Community Problems: Affordable housing is a huge need. *Should* housing be left up to the market? The Native American drop-out rate is appalling. Public school education is inadequate when it should be the foundation of success. We should impact public policy rather than the other way around.

Session Two

From extensive notes taken by Karima, while also facilitating.

Session One Issues. We began by reviewing some Session One issues, since focus on developing ground rules and personal introductions/getting to know each other (with 14 people present) had used up most of the two hours, leaving little time for the study guide issues--what we have done right, what some challenges are, housing, economy, discussion questions, and basic issues to address. (I think simply establishing ground rules and getting to know each other would have been a realistic goal for the first 2-hour session.)

We discussed:

Do we have two separate societies? *If* we accept the premise of two societies, they could be characterized as haves and have nots. But his question is too simplistic; there are *more* than two. Society is multicultural, and shows a range of characteristics.

How has segregation changed since the 1960's? (And do we agree that there is segregation here?) There is job segregation for Black people, concentration of poverty and violence, poverty both urban and rural, and various changes in neighborhoods (e.g., in Phillips, fewer Indian, more Black and Asian.) Public housing/zoning have caused problems. Broken promises re public housing. A plus: today we can at least talk about these issues.

Is there more tolerance in Minneapolis than 50 years ago? What do you

mean by tolerance? There was anger and worry about property values (re Park and Portland "changing".) Now less overt hostility. Perhaps only surface tone has changed. Racism not "politically correct." Communities of color were stronger before; now they're violent. In the Holman Decree case, the NAACP sued Mpls for concentrating poverty. Now people are isolated, communities broken up. *One thousand units of housing were torn down and replaced with 40, and the replacements are not even affordable.* Objection: But they're still replacing units. People we know who were "deconcentrated" experienced horrendous racism and classism. In the old neighborhoods, everybody knew everybody and looked out for the kids. Reasons not to break up communities: isolation, transportation, prejudice, lack of support services. Comment: How about scattered site housing *with* support services?

Session Two Issues. **What are the causes of segregation?** We agreed that all the suggested options had some impact. Comments: "Language about 'white privilege' (in the study guide) is alienating to the people we're trying to reach!" "As a non-affluent White, I identify more with People of Color." "People compare the best of their own group with the worst of the other group." "Sometimes I see more differences between people who are supposedly similar, and similarities between people who are supposedly different."

Media. The media are a primary tool of acculturation and encourage stereotypes, consumerism, and time-wasting (t.v. and computers.) The problem is greed, and money (and control of media) is in the hands of a few. There are too many choices--you go to the store and see 50 kinds of shampoo! Advertising unethically targets particular groups and appeals to vulnerabilities (e.g., Newport cigarettes and African Americans.

Facilitator: It seems to me we have an additional viewpoint here. It could be phrased as:

The focus on materialism driven by media and advertising, and the complexity of modern life, encourage people to withdraw from each other and become self-centeredly immersed in television and acquiring possessions. This aggravates social problems such as segregation by undercutting community, responsibility and caring, and encouraging contempt for the poor and unfortunate.

(I did not say this at the time, but included it in the meeting notes handed out at the next session.)

Questions 1-8 on page 6. Heated discussion on commitment to community versus commitment to safety of self and children. But rural areas not always safe either (e.g. school yard shootings.) Taking responsibility v. feelings of powerlessness, apathy. "It's our responsibility to hold them accountable." "Government is 'us', not 'them.'"

What keeps people in segregated communities? Love of the city: diversity, choices, etc. Objection: We're equating segregation with city. How do you

choose where to live? Your question presumes people have a choice. Lack of affordable housing. Public policy problems, lack of political will. Zoning (discussion of why Southdale got included in Richfield's tax base, not Edina's.)

Discussion on government financing of property, residential and commercial.

"They loan money to build a home, the tax base goes up, and they get the money back. They lower taxes temporarily. Look what happened to St. Anthony Main and other tax increment projects. It's all hocus pocus. The government buys a house for \$10, raises the price to \$60, and the tax base goes up."

This was my layman's understanding of a quite technical discussion between four or five participants very experienced in housing and public policy issues. One person thought this was "too technical". I found it valuable, but didn't have the knowledge base to follow it completely.

"There's an assumption we're all buying into: that everyone is entitled to housing." "The right to housing is not a government policy."

Session Three

Revisiting Session 2

There should be a range of choices. Rich white people shouldn't decide where poor people should live.

People live where they can afford to live, so all the options (reasons for housing segregation, pgs. 7 & 8) besides #5 (public policies and economic trends) are beside the point.

Question to first speaker: What can be done?

Answer: Affordable housing everywhere.

Question: Who pays?

Policy makers take federal money and use it for infrastructure supporting the suburbs. It flows from city to suburbs and is not given back.

Block grants are part of the problem.

There is a real need for community conversations. We're not going to get to know each other (this way.)

We want to learn other people's views.

Q: Are we saying this is too intellectual?

A: It's two things: more *personal* dialogue, and dialogue with people other than ourselves.

Also *action*.

What did people expect when they came?

To converse on the data that's presented by people who spent time putting it together, evaluate the 7 solutions, look at the material.

etc.)

Discrimination is hard to prove. You may phone and be told that a place is for rent, but if you're a person of color, when they see you "Oh, I'm sorry, it's just been rented."

Questions: Do the laws work? Can legal aid file class action suits? Would you *want* to live somewhere where you're unwanted? Are there advocates available? (Against steering, red-lining, etc.)

What has resulted from current laws? Have they made a difference?

Personal story: Person was sent from BBC management to CCHT (Got a run-around between agencies.)

Enforcing these laws is impractical and inefficient.

Question (facilitator): Do people who are already stressed by poverty, discrimination, homelessness, internalized racism, poor education and other problems, have the time, energy and know-how to seek remedies? (I would say no!)

(Around this point in the evening, facilitator abandoned effort to scribe and facilitate simultaneously, so notes are less complete from here on out.)

Community reinvestment (Option #4). Group likes the idea of investing in urban communities, but some feel this option as written (emphasizing home ownership) is unfair to renters.

Focus on jobs and transportation . (Option #5) . Some question as to whether suburban jobs really are living wage jobs

Every time you knock one down (a residence), put one up. Hold policy makers responsible. People get tired; how do you keep up a sustained effort?

Movements must expand their base--not just be "special interests." Build bridges between socially responsible "left" and entrepreneurial "right", who tend to be cut off from each other. Socially responsible entrepreneurship.

Bus routes keep going down (in number of routes, frequency, or both), and their prices keep going up.

We should figure how much transportation money goes where.

Try free bus service for one month. Good for the environment.

Direct lottery money toward housing? PPL model?

But affordable rents don't pay for the house! (It isn't viable for the landlord.)

What's needed: true housing choice.

Session Four

Facilitated by Thomas Ross. Karima acted as scribe, and took 5 pages of notes--very rich, available on request.

We discussed: vouchers for private *and limited to public* schools, difficulty in dealing with public school bureaucracy, letting the money follow the kids, for historical reasons education not valued in some cultures, kids arriving at kindergarden at very different levels. Inclusivity, focus on different abilities, (but some disadvantaged kids too disruptive), kids not challenged, no homework assigned, no accountability for homework, variations in curriculum between

teachers, liking options #5 and #7. Bussing. Discussion of ability grouping for kids. Ask parents, "What services would benefit your child?" Support services for *whatever* kids need. Current low expectations of kids. Facilitator: Option #2? Objections that it breaks up community. "Community schools are nice in a nice neighborhood, not nice in a bad neighborhood." Schools need paper, books, better buildings. Facilitator: What's good about schools? Many wonderful teachers. Diversity. Trying to reach families. Opportunities.

RECOMENDATIONS:

Accountability for kids re homework, for parents, and for education officials re use of money.

High expectations of kids, schools and parents.

Support for parents and kids who need it.

Respect. Kids should be taught respect first of all, for each other, teachers, and property.

Expansion and promotion of ECFE and similar programs.

Pre-school and parent education. Public awareness campaign on values.

DISCUSSION REPORT FORM

What do you think?

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Your group is invited to submit a summary of your discussions for that document. Try to capture the main ideas that emerge during the discussion, using exact words or recalling actual stories or examples given by other participants whenever possible. Keep in mind that only one final form can be submitted per group.

Recall:

The Task of the Community Circles

Keeping the conversations centered on the following two questions:

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

What were some issues of common concern within your group?

That segregation is the result of government policy, and public policies keep the poor separate and isolated from economic development. This segregation impacts our future through our children; by denying them equal educational opportunity, thus robbing them of a future. Furthermore, poverty traps one in the here and now struggle for food and shelter. Sometimes we can feel like we're drowning in a sea of despair.

What were some areas of agreement and disagreement?

Much disagreement about solutions to segregation. Agreement that not enough housing exists, and agreement that both individual and institutional racism contribute to segregation.

Agreed that we must take a humanist approach to problems.

Did your group have any action ideas?

Yes - to take evidence of misdirected housing funds to the media. Perhaps dramatization of our circumstances through street theatre. We need training on media relations, grant/proposal writing, and worker-owned enterprises.

Other comments:

We need to pressure the media for more coverage of our human interest stories. We need to find successful examples in our midst. We need to educate and organize our population.

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What were some issues of common concern within your group?

Choice - that, since there is always a variety of opinion, a variety of choices is needed about where to live + where our children can go to school.

Economics - since lack / shortage of money limits choices and seems to be the bottom line in determining inequities.

Low wages for entry level jobs that make supporting a family a real struggle for many.

Complicated school funding, ^{that} seems to result in needy kids' getting less money / help than kids in wealthier areas.

Lack of education resources - books, supplies, materials

What were some areas of agreement and disagreement?

- People disagreed about the primary causes of segregation altho most agreed that public policies and economic factors are key.

- People agreed that a multi-faceted approach to change is needed.

- The minimum wage should be raised so that 30% of a person's income can pay for decent housing

- More affordable housing is needed - Now. Units of government should live up to their promises + not renege later.

(over)

Did your group have any action ideas?

- Use billboards to give effective parenting tips
- Document discriminatory rental practices.
- Support Affordable Housing advocates
- Allocate education dollars on a per capita / need-based basis
+ have it follow the student
- Include pre-schools in public schools so all kids are prepared
- Parenting classes + support since all parents want to be good parents
but most of us lack skills + confidence
- ~~Keep~~ Raise expectations in schools

Other comments:

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The Task of the Community Circles

Keeping the conversations centered on the following two questions:

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

What were some issues of common concern within your group?

accountability
respect
economics
choice

} in housing, education

What were some areas of agreement and disagreement?

All over the board! 1. Decent housing + education is critical for every citizen

Did your group have any action ideas?

Get the facts

Billboards for education; get good, educational TV on ch 4, 5, 9, 11.

Other comments:

Alot of talking, not much consensus as discussions got off on tangents + people not really knowing what they were talking about. FRUSTRATING!
Imbalance of the group in people of color - no scribe with our group, not sure the facilitator KEELY knew where we were going or suppose to be going. Thomas Ross was excellent.

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What were some issues of common concern within your group?

① many poor & low/moderate income families are not able to find decent & affordable housing. after 20 yr anniversary date, owners are eligible to prepay the balance of the mortgage & raise rents to market rates - In Mn we have a severe shortage of affordable housing.
Need for more rental ^{housing} properties that is affordable

What were some areas of agreement and disagreement?

A caring community + involved citizens will help build trust, safety, stability

Some group members oppose decentralization & others approve - People should be free to move & live any place they desire - problem is lack of money
II Lack of transportation to the jobs in the suburbs -
III Lack of affordable housing in T.C.

(over)

Did your group have any action ideas?

Because it is almost impossible to achieve integration with Mpls + St Paul school districts, a metropolitan wide integration plan should be implemented immediately

Other comments:

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What were some issues of common concern within your group?

- Public policy being responsible for de facto segregation.
 - Look for successful desegregation models in other parts of the country.
 - Settle lawsuit with Education: Arbitration
-
-
-
-
-

What were some areas of agreement and disagreement?

- Disagreed on methods of desegregation. scattered site, Sec. 8, etc.
-
-
-

Did your group have any action ideas?

= Maybe legal action - RESEARCH ISSUES.
PUBLIC AWARENESS for HOUSING ISSUES, EDUCATIONAL
ACHIEVEMENT ISSUES.

= I BELIEVE WE SHOULD CONDUCT A "MPLS NEIGHBORHOOD
CONGRESS" OVER THE COURSE OF 2-3 DAYS. CITIZENS
NEED THE OPPORTUNITY TO SUGGEST SOLUTIONS TO
COMMUNITY CONCERNS. i.e. - "Mpls Minds for THE MILLENNIUM."

Other comments:

- BIG Issues - NEED TO BE IN-GOING ON A
BI-WEEKLY BASIS PERHAPS - SOLUTIONS TAKE A
LOT OF DISCUSSION.

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What were some issues of common concern within your group?

Parents involved in childrens education.
Parents should help to have their children ready to learn.
Discrimination and racism discriminates against accessing affordable housing.
Education of citizens important to good society. less + iv.
support headstart, school readiness.

What were some areas of agreement and disagreement?

Education, affordable housing,
disagree on charter schools.

Did your group have any action ideas?

Put public access on regular TV instead of cable.

Increase school Madiness funding.

Other comments:

Community Circle Project – East Lake Library Circle
Scribe's Report

The East Lake circle met five times, with membership fluctuating somewhat as a few participants dropped out while a few others joined. (Exact numbers and names of beginning and ending participants have been already been provided.)

I, Karima Bushnell, acted as facilitator. I was both scribe and facilitator for the second and third sessions. Group members acted as scribes for the first and fifth sessions, and Thomas Ross joined us for the third session as facilitator, while I acted solely as scribe.

The following notes are taken from Session Five (the final session), in which we were able to sum up our thinking from previous sessions and agree on a number of conclusions.

Main Areas of Agreement:

- * • Economics is the main underlying issue.
- * • The tax structure/system is skewed against rental housing in that it makes housing an uneconomical investment.
- * • There is a lack of rental units that fall into the 30% of income category
- * • There is a lack of accountability for government funds spent on housing and education.
- * • There is a lack of government commitment to provide affordable housing for low income persons.
 - Discrimination affects tenants and developers of rental housing when minority contractors are excluded from accessing government programs.
 - Decent housing is everyone's right.
 - Education is the key to a fair and just society.
- * • Education is the most realistic and effective way to achieving economic independence.
 - A good education is everyone's right.
 - People watch too much television.
 - Television interferes with communication within the family and with participation in civic affairs.
- * • Public policy and monies should be used to promote education (including the use of television, and creative ideas such as a billboard campaign.)
 - Parental involvement is critical to children's success in school.
- * • We urge the expansion of preschool preparation programs.
- * • We urge the development of parent education programs that are inclusive and accessible.

DICK -

I took the
E. Lake phone#s
+ address
list for my
files.

-Amy

Scribe forms
from Karina
(facilitator)
and Janet Keefe
(scribe for last
meeting)
still to come

78 Karina

DISCUSSION REPORT FORM

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from Janet

Your group is invited to submit a summary of your discussions for that document. Try to capture the main ideas that emerge during the discussion, using exact words or recalling actual stories or examples given by other participants whenever possible. Keep in mind that only one final form can be submitted per group.

Thank you for all your hard work!

Recall:

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- What can or should we do, as individuals and as a community, to enhance the educational, housing, and economic opportunities of all children and adults in the Twin cities area?

What were some issues of common concern within your group?

My one suggestion for the structure/format —
 ask "what are the underlying assumptions for our observations, beliefs, conclusions, suggestions?"
 This would facilitate the comparison, analyzing that moves toward possible solutions.

What were some areas of agreement and disagreement?

Notes from Session 5:

Main Areas of Agreement:

- Economics is the main underlying issue
- Tax structure/system is skewed against rental housing in that it makes it an ~~unfavorable~~ ^{uneconomical} investment
- One way to maintain an adequate supply (that meets the demand/need) is to make rental housing a viable investment (through taxation policy change & low interest loans upfront)
- there is a lack of ^{rental} units that fall into the 30% income category.
- there is a lack of accountability for government funds spent on housing (and education)
- there is a lack of government commitment to provide affordable housing for low-income persons.
- Discrimination affects tenants and ~~developers~~ ^{developers} of rental housing when minority contractors are excluded from accessing government programs.
- Decent housing is everyone's right.
- Education is the key to a fair and just ^{society}
- Education is the most (realistic) ^{effective} way to achieving economic independence
- A good education is everyone's right.
- People watch too much T.V.
- Television interfere with communication within the family and with participation in civic affairs
- Use public policy + monies to promote education (ONTU)
- Parental involvement is critical to children's success in school.
- Urge the expansion of pre-school preparation programs
- Urge the development of parent-education programs that are inclusive + accessible.

• Never Give Up!

Lake Street Circle Participants
(Ages are approximate)

1. **Irma Kafalghazal**, African American, formerly married to an Arab Muslim, lives in suburbs, age 30-40, works with youth on acquiring job skills. Very engaged and interested. Phone disconnected after first meeting. Attended one session.
2. **Cornell Tahdooahnippah**, Native American, currently acquiring masters degree in policy studies, very committed and knowledgeable, urban, age 30-45. Attended five sessions.
3. **Janet Keefe**, European American (urban, I think), very knowledgeable about these issues (works in related area). 30-45. Attended 5 sessions.
4. **Eileen Collard**, Jewish American, (urban?), very well educated, ex-activist putting a toe back in the water after years of frustration with public school bureaucracy. Age 30-45. Attended 5 sessions.
5. **Maggie Gallond**, European American, urban, very partisan defender of inner city communities, 30-45. Attended 5 sessions.
6. **Richard Westley**, European American, retired public school professional, "a legend" in the public schools (according to Scott Boll), age 55-70, very wise, knowledgeable and deliberative. Attended 3 or 4 sessions.
7. **Lisa Mallon**, European American, age 20-30, profession related to these issues, I believe, reflective listener, volunteer scribe. Attended 4 sessions.
- 8, 9 and 10. **Kristen DeGrand, Heidi Adelsmar and Glenda Fulton**. Three European American women, ages 25-40. Sorry, am not quite sure who is who out of these three. One was from the suburbs and only attended session one. I think she felt like a fish out of water, having more conservative values ('those people should get off welfare and work') than the other participants. One was a younger urban single mother of a biracial family—an adorable Black/White baby and a White older child. She has experienced discrimination. Attended 4 or 5 sessions. The third was a good participant but I just don't remember much about her. Attended 3-5 sessions.
11. **Dennis Hayden**, European American, urban, age 45-55. Another knowledgeable asset to the group. Thoughtful. Attended 4 or 5 sessions.
12. **Bob Milner**, European American, urban, age 40-50. Rising corporate executive turned hippy/community activist after life changing interracial experience. Attended first 3 sessions. (Dropped out because of his heavy work load.)
13. **Barry Kleider**, European American, age 40-50. Attended 1 session (first) as

an observer for Hale School. Would like to sponsor a group.

14. Cora Edwards, African American, age 28-38, attended 1 session (first) with friend Irma Kafalghazal.

15. J.B. Rupert, African American, age 28-38, spoke about prejudice and the situation of African Americans and poor people. Not intellectual, but a straight talker with a good heart. Attended last 4 sessions.

16. Joe Hensch, European American, retired (I think), age 50-60, very unassuming, nice guy. Attended the last 3 or 4 sessions.

17. Joann Gonzalez, ethnicity--not sure, mother of Janet Keefe, retired, age 55-70, stroke victim (a diversity factor?), contributed from a 'heart perspective'.

Staff participants (all four also engaged in the conversation at various times):

18. Karima Bushnell, European American, Muslim, age 47, Intercultural Communication Workshops, facilitator and scribe.

19. Jerry Blue, African American, age 40-50, sponsor representative, library professional and storyteller, attended 2 sessions. Welcomed and cared for us most graciously, and told a teaching story.

20. Scott Boll, European American, Mpls community education, age 40-50, coordinator. Attended session 1, welcomed us and got the ball rolling.

21. Thomas Ross, African American, age 38-48, Urban League, most ably facilitated one session.

entered into DB

*Box 185
Dick Little*

Community Circle Conversations

East Lake Library Circle

- 1. Irma Kafalghazal - 479-2511
- 2. Cornell Tahdoohnippah - 646-5711
- 3. Janet Keefe - 348-9502
- 4. Ellen Collard - 724-5303
- 5. Maggie Gallond - 722-1673
- 6. Richard Westley - 722-2853
- 7. Lisa Mallon - 341-1055
- 8. Kristin DeGrande - 722-4529
- 9. Dennis Hayden - 627-2704
- 10. Heidi Adelsmar - 724-9025
- 11. Glenda Fulton - 637-2132
- 12. Bob Milner - 724-4296
- 13. Barry Kleider - 722-9701
- 14. Cora Edwards - 424-4135

- Coordinator: Scott Boll - 627-7229
- Facilitator: Karima Bushnell - 379-5989

East Lake Circle Phone List

Name

Phone Number

- | | |
|-----------------------------------|--------------------|
| 1. Irma Kafalghazal | 479-2511 |
| 2. Cornell Tahdooahnippah | 646-5711 |
| 3. Janet Keefe | 348-9502 |
| 4. Eileen Collard | 724-5303 |
| 5. Maggie Gallond | 722-1673 |
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| 12. Bob Milner | 724-4296 |
| 13. Barry Kleider | 722-9701 |
| 14. Cora Edwards | 424-4135 |
| 15. Nancy Schraeder | 726-1726, 341-1655 |
| 16. Rupert | 728-9315 |
| 17. Joe Hensch | 721-4793 |
| 18. Karima Bushnell (facilitator) | 379-5989, 827-4424 |
| 19. Scott Boll (coordinator) | 627-7229 |
| 20. Joann Gonzalez | 869-3845 |

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4. Ellen Collard	-	724-5303
5. Maggie Gallond	-	722-1673
6. Richard Westley	-	722-2853
7. Lisa Mallon	-	341-1055
8. Kristin DeGrande	-	722-4529
9. Dennis Hayden	-	627-2704
10. Heidi Adelsmar	-	724-9025
11. Glenda Fulton	-	637-2132
12. Bob Milner	-	724-4296
13. Barry Kleider	-	722-9701
14. Cora Edwards	-	424-4135
Coordinator: Scott Boll	-	627-7229
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330-1649

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* 13. Barry Kleider	-	722-9701
* 14. Cora Edwards	-	424-4135
Coordinator: Scott Boll	-	627-7229
Facilitator: Karima Bushnell	-	379-5989

* = dropped out

1. Afr. Amer, very engaged and interested. Phone disconnected after session 1.
12. Eur. Amer; attended 1st 3, then got too busy. Felt the people need to get to know each other in depth across communities, and that this process can't do that.
14. Attended 1st session as a friend/guest of Irma K.
13. Only came 1st time to observe for table

East Lake Library Participants
Community Circle Project
Fall 1998

<u>NAME</u>	<u>ADDRESS</u>	<u>PHONE</u>
Richard Westby	2901 E. 24th St., Mpls, MN 55406	722-2853
Eileen Collard	4412 47th Ave. S., Mpls, MN 55406	724-5303
Cornell Tahdooahnippah	859 Fry St. - Up, St. Paul, MN 55104	646-5711
Maggie Gallond	3916 46th Ave. S, Mpls, MN 55406-3604	722-1673
J.B. Rupert	3146 Cedar Ave. S. #101, Mpls, MN	728-9315
Heidi Adelsmar	3315 33rd Ave. S., Mpls, Mn 55406	724-9025
Janet Keefe	4217 Garfield Ave. S., Mpls, MN 55409	348-9502
Joe Hensch	2800 E. 31st St., Apt. 415, Mpls, MN	721-4793
Dennis Hayden	2840 33rd Ave. S., Mpls, MN 55406	627-2704
Bob Milner	3212 Longfellow Ave., Mpls, MN 55407	724-4296
Nancy Schraeder	5700 Sander Dr. #3, Mpls, MN 55407	726-1726
Lisa Mallon	414 S. 8th St. Mpls., MN 55404	341-1655
Joann Gonzalez	101 E. 59th St., Mpls, MN 55419	869-3845
Heidi Adelsmar	3315 33rd Ave. S., Mpls, MN 55406	724-9025
Barry Kleider*		722-9701, 627-2393
Karima Bushnell (facilitator)	4604 Columbus Ave. S., Mpls, MN 55407	379-5989
Scott Boll (coordinator)	15417 56th St. N., Oak Park Heights, MN	627-7229

*He attended one meeting as an observer from community education (Hale), would like to stay informed, and thinks his site could host a circle.