



Education and Housing Equity Project Records.

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LAST NAME	FIRST NAME	MAILING ADDRESS	CITY	ZIP	DAY PHONE	EVENING PHONE
Castner	Flo	800 5th Ave. No. #606	Minneapolis	55405-1514	374-2491	same
Feidt	Mary	2926 West River Pkwy.	Minneapolis		627-7080	721-2706
Gupton	Carol					
Harris	Nicole	1014 Plymouth Ave. N.	Minneapolis	55411	335-5924	522-2432
Hokes	Ms. Ora	310 E. 38th St. #325	Minneapolis	55409	821-2388	840-5531
Hope	Cora				821-2388	
Howard	Billie	1511 Knox Ave. No.	Minneapolis	55411	969-4422	522-3468
Hunker	Don	3355 James Ave. No.	Minneapolis	55412	546-8056	521-2831
Klick	Larry	5415 Glenwood Ave.	Minneapolis	55422	546-1042	same
Koeekeritz	Mary				827-2896	
Koomen	Jacob	3418 Emerson Ave. S.	Minneapolis	55408	627-2971	825-9657
Lee	Natalie	1700 Oliver Ave. No.	Minneapolis	55411	302-3119	588-7320
Lewis	Deborah	2718 Emerson Ave. No.	Minneapolis	55411	521-9455	
Lonergan	Margaret				378-2061	
Miller	John (co-leader)				825-8991	
Terrell	Henry					627-7080
Underland-Rosow	Vicki (co-leader)	19835 Waterford Place	Shorewood	55331	470-0269	
Watson	Thomas	2921-B 33rd Ave. S.	Minneapolis	55409	724-7203	same

1998 Circle

DISCUSSION REPORT FORM

ISSUES OF COMMON CONCERN

Agreement on "LET IT BEGIN WITH ME", need to look within ourselves
Lack of housing opportunities including home ownership vs. renting
Equal schools for all + need for parents to EXPECT learning to happen within school
How institutionalized racism and white privilege works and why it still exists
Racism, classism,
Non-compliance of corporations to include communities of color in decision making
Need to hold everyone involved accountable

AREAS OF AGREEMENT AND DISAGREEMENT

Agreement-that housing needs to be equal
Disagreement-How the housing question should be dealt with

Agreement-Education needs improvement
Disagreement-Some look to teachers and schools as problem , others see them as the saviors
Some want blacks and whites in separate schools, most did not

ACTION IDEAS OF THE GROUP

As adults we must dialogue. We fear what we do not understand. To escape our fate we must face our fear.
Emphasis on education
Get involved, hold people accountable
Call and complain about misinformation reported in the news
Make inner city school just as appealing as schools in the burbs

OTHER COMMENTS

We all play a part and all have a part--need to play it--if we all do our part, things will change.
Need to look a certain neighborhoods and find out who is invested in keeping them that way.
Power --->control---->domination
Race--the race is to remain first
There is a vast difference between being poor and poverty. We need to address the concerns of poverty and all its implications.
Our walls are greater than the "Great Wall" but they can be broken down.

Draft

North Star School

Discussion Report Form

What do you think?

The Education and Housing Equity project will assemble a document entitled "Choices for Community: Gathering an Agenda for building Inclusive Communities and Successful Schools in the Twin Cities and Metropolitan Region." This document will represent some of the views of study circle participants and the results of the Action Forum; resulting recommended action will also be used to inform public policy making.

Your group is invited to submit a summary of your discussion 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 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?*

Session I

What were some issues of common concern within your group?

Stories of discrimination usually ended with how each person found ways to cope, rise above the discrimination.

Theme – of looking for ways to change challenge the institutionalized discrimination.

Session II

What were some issues of common concern within your group?

There are four classes of people. There are the upper, middle, lower and homeless. (Rather than deal with the creation of a homeless class it became more comfortable to identify the stratification rather than delve into its causes or cures.

Internalized racism is a problem for some minority people. In this situation becomes the person rather than the subject at hand. Unequal doling out of school discipline was an example. When the issue becomes the individual rather than the subject/behavior at hand the person involved often makes it about me rather than some quantifiable subject.

Why opportunity doesn't come home. - There is a defeatist attitude on the part of some people that have never been included. What can be done to bring them into the process and give them voice? Kind of a what's the point attitude? Teach self respect and

What are some areas of agreement and disagreement?

Session III

What were some issues of common concern within your group?

The group had a short discussion on crime – as a consideration for choosing a particular residential area.

The video portrayed people of color as background with little or no voice. The African-American couple was at the end of the footage and was only in the distant background seemingly an afterthought. Consideration was given to home ownership. The conversation addressed some of the institutionalized barriers, which inhibit home ownership by specific groups of disadvantaged people.

How did we get here? Federal experience of WWII, veterans preference in labor and housing.

Lessons learned: Fair housing legislation, empowerment of individual rights. Increased homeownership, creation of jobs with livable wages. Site based management teams with trained participants

What were some issues of common concern within your group?

The average apartment Rental is \$724.00 for a two-bedroom unit. Limited opportunity in education and employment make improvement almost impossible. Additional barriers: Face lifted buildings, raised rents, transplants have been rejected for subjective reasons, application fees for apartment seekers can run up to \$100.00, each apartment. Brooklyn Park citizens sued the city and won. Complaints are tenants do not take care of property, need classes in living skills, deposits and there is a definite need for a new hope in self and the future.

Session IV & V

What were some issues of common concern within your group?

What were some issues of common concern within your group?

Discussion centered around what are the effects of segregation on education in school. Worked on examples of Southern treatment contrasting that with Mpls. What are the benefits of segregation that the community supported itself? Equal school resources with integrated textbooks, which depict our diversity. We help carry on justification for the slave trade by not telling all the historical facts. Curriculum has to deal with the truth {American X} was an example that came into the discussion

What are some areas of agreement and disagreement?

The form – There was some discussion over the reporting form. What was to be reported and if participants would get feedback related to actions taken from their recommendations. The actions to be taken are very complex and seemingly overwhelming.

What are some of the issues / opportunities in our public schools?

- I wanted my kids to experience diversity and multiculturalism in education.
- I hope / wanted my kids to have an experience with metro wide schools.
- The moral stance is that we are all equal. Integration needs assessments that are fair. Cooking [pinet] [wandful] vrs. Cups & spoons. Rainy days what do you ware on your feet? In some schools there is ongoing controversy over student apparel.
- Sudden lack of learning in the second grade.
- Learning styles differ cross-culturally

Brainstorming produced this list:

Fundamental	Route	Auditory	Clear
Kinesthetic	Cognitive	Consistency	Expectations
Seed Academy	Research	Order	
Chaos	Disconnect	Volunteers	Peer support

- √ Revolving door same values
- √ Sponsor a child – some parents could not make it to school to
- √ Provide active support.
- √ Private /Public Schools - Debate WCCO Talk Show
- √ Voucher System – People that wanted a voucher system came in with the bottom 25 % of the student class. It was suggested.
- √ Examples – Speech Classes, English as a second language.
- √ Emotionally disturbed students, how do we provide the special care required with maximum efficiency?

- √ Qualification measurement must be the same for all students based on objective criteria instead of subjective elements.
- √ Some instructors are higher paid – requirements are not the same higher education = higher pay.
- √ What is good for all students?
- √ When I see vouchers I see white academies.

Summary

During the five-week process participants prepared for the next meeting and most often came back the next week with their books totally written in all of the blank spaces. Interaction between participants exceptional and brought out a great deal of conversation as well as internal problem solving. The mix between business representatives, parents, landlords, administrators and non-profit agency representatives was an excellent working combination, which provided a rich working environment.

Working through the issues provided in the study guide there were several occasions which escalated into internal conflicts between several members in the group. Walking through the differing opinions

Removing the barriers to education, housing and economic opportunity are the key components in finding solution to these problem areas. In terms of community there are no longer the neighborhoods our parents enjoyed. People are living lives which are more disconnected. Communication and personal connections suffer because increasing the barriers of separation between individuals can only serve to divide neighborhoods. Solutions can be found on many fronts. Because of the complexity of issue there is no single answer, progress will have to be multifaceted covering all three areas at once.

Affordable housing is a nation wide problem yet little is accomplished to ward resolving the housing shortage. There is more focus on corporate and individual gain than there is for moral issues. Equitable wages should be available to everyone there by enabling us to attain the dream of our “great society” which has eluded us for all time. If education is key to making progress toward this goal why then has equal education been denied.

This group has done more work that any group that I have worked with to date.